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ABSTRACT

The reading development activities contained in this guide were created to assist vocational and prevocational teachers in working with students who are reading below their grade level. The activities were developed and used by practicing teachers in West Virginia during a summer institute and fall practicum. The reading activities use vocational and prevocational content to assist students with comprehension, vocabulary, word recognition, and socialization. They also were designed to help enrich the daily routine and assist in motivating students. Evaluation activities for teachers to use to diagnose students' reading problems also are included. Content areas include business, environment, industrial, and service. Most of the activities are games, and a key to them is provided, along with a bibliography. (KC)

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competency based curriculum

DO YOU READ ME ?

Prevocational - Vocational

Reading Development Activities

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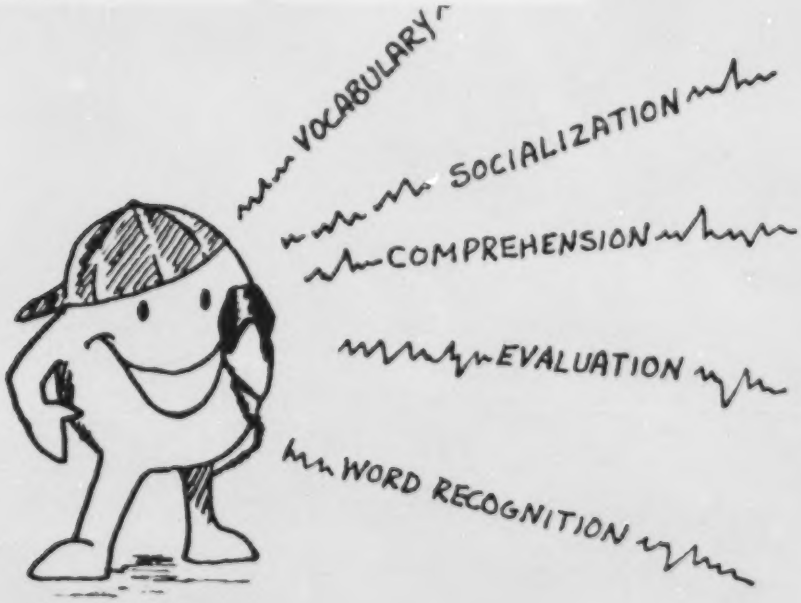

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DO YOU READ ME?

Reading Development Activities

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PREFACE

It is with the greatest pleasure that we bring you another West Virginia product. This Reading Guide was developed at Marshall University, Huntington, West Virginia. The effort was coordinated by staff of the Bureau of Vocational, Technical and Adult Education.

This Reading Guide was disseminated to West Virginia teachers at the Annual Vocational Education Conference in August of 1978 at West Virginia University. Additional copies are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271

I trust this guide will help your program. Any suggestions you may have for improving it may be sent to our state Curriculum Lab. Through this feedback we plan to continually update our products.

Clarence E. Burdette
Assistant State Superintendent of Schools
Bureau of Vocational, Technical and
Adult Education

FORWARD

The reading development activities contained in this guide were developed to assist vocational and prevocational teachers in working with students who are reading below their grade level. The activities were developed and used by practicing teachers in West Virginia during a summer institute and fall practicum.

Our premise is that teachers in various content areas have the opportunity to provide the most effective means of reading instruction. Accordingly, the reading activities utilize vocational and prevocational content to assist students with comprehension, vocabulary, word recognition, and socialization. The activities were also designed to help enrich the daily routine and assist in motivating students.

A grant by the West Virginia Bureau of Vocational, Technical and Adult Education made it all possible.

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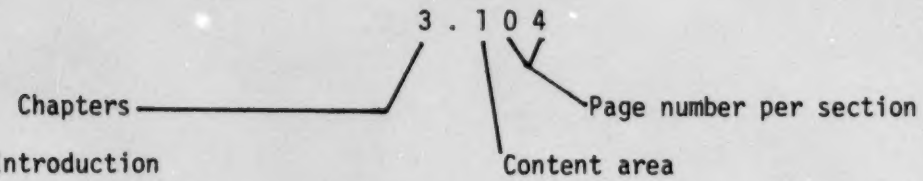
KEY TO PAGINATION

This guide is numbered for easy removals and additions. The break down using the example is as follows:



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2 Evaluation	1 Business
3 Socialization	2 Environment
4 Word Recognition	3 Industrial
5 Vocabulary	4 Services
6 Comprehension	400-429 -- Home Economics 430-449 -- Health
7 Games Answer Key	5 Vocational Guidance
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The content areas include:

Business -- Business and Office, Communication and Media, Distribution and Marketing

Environment -- Agri-Business and Natural Resources, Environment, Marine Science and Recreation

Industrial -- Construction, Manufacturing, Transportation, Fine Arts and Humanities

Service -- Consumer and Homemaking, Health, Hospitality, Personal Service and Public Service

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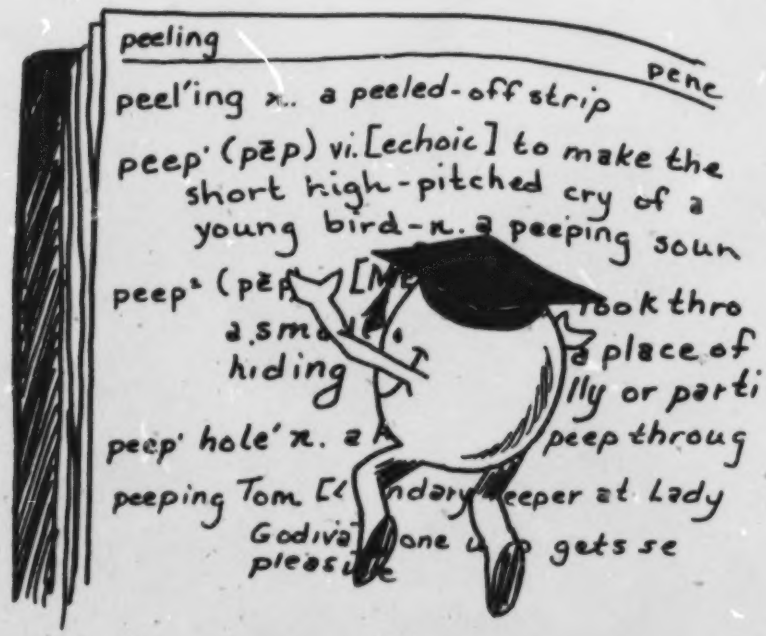
INTRODUCTION

Is reading proving to be an obstacle to the progress of your class?

Are there several students in your class who just cannot use subject area vocabulary?

If you find yourself identifying with these problems, this manual is designed especially for you. The activities in this guide are for use by Prevocational Exploration teachers. There are sample activities which are appropriate for use in regular vocational programs eg. Health, Auto Mechanics. All of these activities have been selected so that they can be adapted to the prevocational program or vocational program.

As we all know, reading and vocabulary are the "keys to success" for all our students. The purpose of this manual is to provide the classroom instructor with reading activities to supplement and enrich their curriculum. What we have attempted to do in this manual is to provide quick and easy activities which you as the instructor can use



to strengthen the student's vocabulary and reading skills. Besides providing practice in skill development these activities (the majority are games) will help enrich the daily routine and assist in the motivation of your students. We hope you can find a place in your class to adapt and use these activities successfully.

The Role of Vocational-Prevocational Instructors in Reading

As vocational-prevocational instructors, we are responsible for all students assigned to us. This means that we should either provide effective reading instruction or secure aid from other sources so that each pupil will receive the kind of help s/he needs regardless of his/her reading level. With the best of teaching, some students will fail to grasp essential skills or will learn faulty reading techniques which prevent normal progress. These pupils must have assistance. The purpose of this manual is to provide the classroom instructor with reading activities to supplement and enrich their curriculum. We hope that through the use of these activities, the instructor will assist the students in eliminating the weaknesses that may be causing reading problems.

This manual has been devised to give aid to the instructor in different programs. These include:

1. Evaluation
2. Socialization
3. Word recognition and analysis
4. Vocabulary
5. Comprehension

Since reading is sequential, the mastery of one skill is necessary for the success in the next, as is explained in the following description of the five major skill areas in this manual.

1. Evaluation - It involves screening the students in his/her class and the materials being used. This step is used also to help the student to evaluate his/her progress or lack of it and plan for further study.

2. Socialization - Here is the final step. To master this skill, the student is able to use the words or ideas learned in his/her communication with others.

3. Word recognition and analysis - This skill is basic for reading success. The more words the student knows by sight, the faster and better s/he will read, so sight vocabulary should be stressed. To learn an unfamiliar word, the pupil needs to know phonetic and structural analysis, which means s/he must know letter-sound association, base words, prefixes, suffixes, and syllabication.

4. Vocabulary - When the student pronounces the word, it is necessary that s/he know the definition or meaning. As in the word "career", s/he must have some perception of its meaning before it makes any sense.

5. Comprehension - This is the most important skill, but dependent upon the first two steps. That is, before s/he can read what is written, the first two steps must be mastered. That is, the student must know the word.

The connecting link between a pupil and the total development of his/her reading skills is the instructor. As such, the instructor's role is to provide the services which follow:

1. Locate pupils who have reading difficulties and refer them to the reading specialist.

2. Administer teacher designed screening tests to indicate the nature of difficulty.

3. Select and use special practice materials for correcting minor difficulties.

4. Provide special help for pupils who have difficulties that cannot be corrected by individual assignments and practice.

5. Seek assistance for pupils who have severe problems.

6. Use instructional methods and techniques that may be adapted to a wide range of individual differences.

The instructor should be aware of the obligation to provide reading skills for all pupils who are assigned to them. This obligation cannot be met adequately unless instructors are willing and prepared, at all levels, to spend time and effort on the development of skills necessary for students to achieve their potential. Hopefully this manual will provide some activities to assist the instructor in providing this help in a very interesting and informal way.

DO YOUR STUDENTS HAVE THESE PROBLEMS?

Developmental reading activities which are provided in this guide are designed to help correct conditions which have caused a student to function below his/her mental capacity in reading. The chief objectives are to help a pupil overcome disabilities and to correct faulty habits that have interfered with normal reading progress.

Many reading disabilities follow a pattern similar to that of a physical disability. Most children with normal intellectual ability encounter something in his/her environment or has an absence of something in his/her surroundings that disrupts his/her mental processes to the extent that learning becomes delayed or dormant. Diagnosis usually shows one or more of the following characteristics:

1. Poor work or study habits
2. Lack of motivation
3. Inadequately developed basic reading skills
4. Dislike for school
5. Inadequate learning environment in the home or school
6. Poor teaching methods
7. Onset of a physical or emotional difficulty

If these characteristics are evident, a solution must be determined to overcome the difficulty. That is the challenge of developmental reading.

HOW TEACHERS HAVE USED THIS GUIDE

The teachers who developed and field tested the activities in this guide have contributed the following comments to explain how the activities were used with students.

"Early in the year, I used Objective Technique in Reading and the Diagnostic Spelling Test, Part II to provide me with a general idea of the reading levels of the students."

"The Cloze Inventory and Maze has been used in welding. Every 5th word was omitted in a prescribed assignment to determine comprehension levels. This activity has been used to help students learn the FFA, FHA, and VICA Creeds."

"I have used the Interest Inventory and other socialization games to introduce new students to each other. The Rumor Game has been used to aid student communication skills."

"I have used Bingo and flash cards to teach equipment by sight. I have found that students who learn facts and functions from Bingo can remember and recall these better than students who learned them from textbooks and lectures."

"The Word Search Puzzle was used to review and reinforce vocabulary after they were initially defined and studied."

"Vocabulary games have been used in my program as an introduction to a new chapter. The Crossword Puzzle and Match Game help my students learn and review the various pieces of equipment and terms. The puzzles have been used to reinforce previous learning and as an evaluation tool. With Charades, the student must act out the piece of equipment which they have drawn from the box."

"An activity that I have used to break the monotony of repetition and to help the student make an association of tools and their usage is the Match Game. This game provides an excellent opportunity to reinforce reading skills. This game is useful in arc welding, gas welding, and hand tool identification and can be adapted to other Vocational areas."

"Understanding What is Read, Following Directions, and Can You Follow Directions? were used to help my students determine how well they follow directions and to help them to realize how they can "Think" more effectively."

"I have used the Word Clue Game as a reward for desired behavior. Students learn as well as enjoy the class."

"Whatever is learned from these reading activities should be used promptly and repeatedly at short intervals to reduce the high percentage rate of forgetting."

GENERAL PRINCIPLES OF READING INSTRUCTION

Methods in reading must be based upon the preparation of the instructor, the nature and causes of the disability, the instructional materials available and the special capacities and interests of the students. There are several general principles of instructions that will apply in most reading situations.

1. Begin reading instruction on a level at which the student can achieve success.
2. Build a background for understanding and enjoyment.
3. Teach new words thoroughly and develop the meaning they will have in the selection or content to be read.
4. Take plenty of time. The objective is to teach a child to <u>read</u>.
5. Help the pupil gain confidence in him/herself.
6. Be systematic in planning for instruction. Each child should know his/her own weakness and should have specific objectives in mind as s/he reads.
7. Read extensively from conventional materials.

ESSENTIALS IN DEVELOPING VOCABULARY

There are many ways to build a reading vocabulary. Some approaches work best in one situation, while entirely different methods are more productive in another. There are, however, a number of essentials that need to be included in all reading instruction. Those listed below are placed in the order in which they normally influence achievement.

1. Experiences to develop background for understanding word meanings.
2. Situations in which an adequate speaking vocabulary can be acquired.
3. Exercises to build a sight vocabulary.
4. Instruction in the understanding and use of word attack skills.
5. Practice in discriminating among word meanings.
6. Materials and activities for adequate practice. Each child should know his/her own weaknesses and should have specific objectives in mind as s/he reads.
7. Read extensively from conventional materials.

SIGHT WORDS

A summarization of the principles employed in teaching sight words should contain the following:

1. Be sure that the meaning is understood and that the experiential background of the student is such that the word will be meaningful and usable.

2. Present each word in context, and discuss its meaning, use, and value as a permanent part of the student's vocabulary.

3. Write the word or use some other technique which will direct the student's attention to the order of letters within the word and to the structural and phonetic units it contains. Discuss the way the word is written.

4. Study the word to find any characteristics it might have which would make it easily recognizable when it is seen again.

5. Provide practice in reading and in using the word in a contextual situation. Discuss the meaning of the word and its use in the sentence.

TACTICS AND GUIDES FOR GAMES

This guide contains many reading development activities in the form of games. If you wish to expand upon these games, the following games and tactics are provided for your use.

1. Games must help in the achievement of classroom goals.

2. Games should enrich or give needed practice and interesting repetition to classroom learning.

3. In introducing a new game, be sure that the pupils understand its purpose.

4. Teach the children to play games according to the rules.

5. Avoid games that have long, complicated, or vague directions.

6. Games should enlist mental activity and concentration for all participants.

7. Some games should group the rapid learners together.

8. Some games should permit even the slow learner to win.

9. Many games should be used to provide self-competition.

10. Children should be able to act as leaders in most of the games.

11. If possible, drill games should be self-checking.

12. Many games may be adapted to the needs, interests, and abilities of a child or group.

13. Stop playing a game while the children still have a desire to continue to play.

14. Stress good sportsmanship in playing games.

    A. Obey the rules.
    B. Never brag when you win.
    C. Don't quit when losing.
    D. Take turns.
    E. Help others enjoy the game.
    F. Show interest in the game.

15. Games involving a fixed playing time should always be started with a definite signal.

16. Choose an appropriate time to play a game so it will be most effective.

17. Games should be attractive in appearance.

18. Encourage children to make their own instructional games that follow sound educational practices.

19. Any packet of material used in playing games should have a simple listing on its cover of what skills it emphasizes.

20. Some games should be usable in the home as well as at school.

21. Each child should be taught how to join a game already in progress.

22. Be considerate of neighboring classes and their teachers when planning the game period.

23. Game time provides good opportunities to learn about children through observation.

24. Show a genuine interest in the game yourself.

REFERENCE: Wagner, Guy and Max Hosier. Reading Games. New York: Macmillan Publishing Co., Inc., 1975.

GLOSSARY OF TERMS APPLIED TO READING

Adapted reading program - For slow learners. Organization and instruction are similar to developmental reading but proceed at a slower pace.

Agraphia - Difficulty in writing symbols, caused by blockage in the effector neural system.

Alexia - Difficulty in reading symbols.

Amphetamine - Drug that stimulates functioning of norepinephrine at the synapses, sometimes used with hyperactive school children who are diagnosed minimal brain damage. Addictive in adults and most children.

Anarthria - Difficulty in translating ideas into spoken words.

Aphasia - Loss or impairment of the ability to use or understand words.

Astereopsis - The condition in which one eye is dominant over the other eye.

Astigmatism - Visual defect caused by irregularities in the curvature of the lens.

Autistic - Characterized by extreme withdrawal: absorbed in fantasy to the exclusion of reality.

Binocular vision - Coordinated effect of both eyes working together.

Cloze technique - Method of estimating reading difficulty by eliminating every fifth word and observing the number of words supplied correctly. The more words supplied correctly, the easier the material.

Cones - Minute sense organs in the retina that transform the energy of light waves into the specific neural impulses for color and light vision.

Corrective reading - Organized within the regular class structure for students who need retraining. Usually taught by regular teacher.

Decoding - The process of changing visual symbols into auditory patterns.

Dendrites - Parts of a neuron that receive stimuli.

Developmental reading - Reading to improve skills in word identification and comprehension, usually in a sequential program as separate from remedial reading.

Diagraph - Two or more letters used in combination to stand for a phoneme, such as th, ng, eigh, ough.

Dyslexia - General term meaning inability.

Expressive aphasia - A neurological impairment in the ability to produce word symbols, as required for speaking and spelling.

Far point accommodation - Adjustment of the eye for distance vision.

Frustration level - An error ratio high enough to cause serious disturbance ordinarily about 1:10 ± 5 words.

Grapheme - A visual symbol that corresponds to a phoneme.

Hyperopia - Farsightedness; visual defect in which the eyeball is too short and light rays converge behind the retina.

Independent reading - Level of difficulty at which the reader can progress without noticeable hindrance, at error ratio of 1:100.

I/T/A - Initial Teaching Alphabet, devised by Pitman for teaching beginning reading and having separate letter symbols for each of the phonemes.

Kinesthetic approach - Term used by Grace Fernald to describe a reading system based on tracing letter shaped in words.

Literal level of reading - Translation of what the words say on the factual level.

Maturation - The culminating state in any growth.

Mental capacity - Measure of ability to learn and retain bits of knowledge. Often expressed as IQ.

Mixed lateral dominance - Control of different motor systems by different hemisperes of the brain, as left-footed, right-handed, left-eyed.

Mixed laterality - Lack of consistent left or right dominance in sensorimotor functioning by the opposite hemisphere of the brain.

Morpheme - Basic unit of language that carries meaning.

Myopia - Nearsightedness: a condition of the eye in which the rays from different objects are brought into a focus before reading the retina.

Near-point accommodation - Adjustments in eye muscles for focus on close images.

Nonreader - A person unable to demonstrate any word recognition after systematic efforts have been made to teach him.

Paraprofessional - A teacher aide or other adult who works in the classroom to assist the trained teacher.

Phoneme - A basic elemental unit of the spoken language.

Phonetics - Concerned with such matters as the nature of the sounds of the language, their differences, the articulatory movements by which the sounds are produced, the vibrations that account for their acoustic effect.

Phonics - Term that represents the various sets of teaching practices that aim to develop the pupil's ability to sound out a word.

Pleasure centers - Parts of the limbic system of the old brain that when stimulated lead to repetition of the activity going on at the time of stimulation.

Punishment centers - Parts of the limbic system of the old brain that when stimulated lead to avoidance of the activity going on at the time of stimulation.

Pupillary reflex - A reaction that adjusts the amount of light received on the retina.

Readability - A system of grading reading materials for difficulty based on factors, such as, commonality of the vocabulary and sentence complexity.

Reading - A process of translating signs and symbols into meanings and incorporaing the new meanings into existing cognitive and affective systems.

Recall - An internal act of bringing back previous experience that gave meaning to words.

Receptive aphasia - A neurological impairment that causes loss of the ability to receive and use word symbols, especially as required in reading.

Reinforcement - The association of pleasure with an act, leading to the repetition or continuation of it.

Remedial reading - Organized for diagnosis; may be in school or clinic, is directed by a reading specialist, and involves small groups.

Reticular activating system - The center in the midbrain where impulses are brought together to arouse and maintain consciousness.

Retina - Innermost part of the eyeball; receives the image produced by the crystalline lens; consists of several layers, one of which contairs the rods and cones sensitive to light.

Return sweep - The movement of the reader's eyes to the next line of print.

Saccadic movements - The rapid, jerky movements of a reader's eyes across a line of print; the series of fixations (when clear visual images are received) interspaced by sweeps when little or no input data are being received through the eyes.

Sociogram - A device for measuring interpersonal relations existing among members of a class.

Standardized test - An instrument or scale for which relatively extensive normative data have been gathered and for which reliability, validity, and item-analysis data as well as specific instructions for administration, timing, and scoring are usually available.

Strabismus - Overconvergence of the two eyes.

Synapsis - The gap, or separation point, between an axon of one neuron and the dendrites of another.

Synthetic methods or phonetic approaches - Begin by teaching letters or syllables and then combining known elements into whole words.

Tachistoscope - Projector equipped with a shutter so that words, numbers, or phrases can be projected with exposures from 1/100 to 1/1000 second.

Telebinocular - Instrument for testing the coordination or fusion of the two eyes.

Tension associated with reading - Characteristic of an individual who becomes nervous when asked to read, error rate goes up quickly when he makes a few mistakes, has compulsion to keep on reading.

Validity - The property of a test or scale that reflects the extent to which it really measures what it is intended to represent.

Visual perception - Ability to recognize visual similarities and differences.

WAIS - Wechsler Adult Intelligence Scale.

WISC - Wechsler Intelligence Scale for Children.

Word recognition - Can be accomplished by sight identification, sounding, structural analysis, or dictionary search.

SOURCE: Herb Royer, Assistant Professor of Education, Marshall University, Huntington, W. Va.

INTRODUCTION

The evaluation section is to assist the user in measuring the levels of reading, word skills, and materials used in the classroom.

The activities found in this section are not designed to replace more sophisticated diagnostic testing by a reading specialist. They are designed to provide the classroom teacher with general reading evaluation materials.

There are 12 parts in this section:

1.	Boost Listening Power	2.072
2.	Upgrading Listening Skills	2.073
3.	Slosson Oral Reading Test	2.075
4.	Objective Techniques in Reading	2.079
5.	Diagnostic Spelling Test	2.081
6.	Illustrative Sentences	
7.	Diagnosis: Disability Analysis	2.084
8.	Summarizing the Diagnosis	2.090
9.	Directions for Using the Readability Graph	2.091
10.	Graph for Estimating Readability	2.092
11.	Interest Inventory	2.093
12.	Hafner Quick Reading Test	2.095

Boost Listening Power (2.072) provides information regarding the principals of listening.

Upgrading Listening Skills (2.073) are activities to be used to improve the listening abilities of students.

The Slosson Oral Reading Test (2.075) and the Hafner Quick Reading Test (2.095) are both tests to assess reading levels of the students.

The Objective Techniques in Reading (2.079) is an incomplete sentence test that yields insight into the attitude of the student toward school, home, and reading.

Diagnostic Spelling Test (2.081) provides a list of spelling words and illustrative sentences which can be used to assess reading grade levels.

Diagnosis: Disability Analysis (2.084) is an oral reading test that reveals much about the pupils' word perception skills and can help the teacher devise a series of informal tests.

Readability Graph (2.091 and 2.092) is a model to help determine reading abilities of classroom materials.

The Interest Inventory (2.093) is to help evaluate and stimulate interest in reading outside the classroom.

BOOST LISTENING POWER

What is your reaction when a student says he isn't listening or you know he isn't listening when he doesn't answer or answers incorrectly? Do you throw up your hands in despair? If you do, you have lots of company. After all, listening is the key to a lot of learning. Poor learning is often the direct result of poor listening habits. Many failures in school and in the business world can be traced directly to "half-listening".

Listening habits can be improved. Perhaps the place to start is with ourselves. Poor listening on the part of students is sometimes the direct result of poor communication on the part of the teacher.

To find out how you rate as a communicator, tape record one or two of your teacher-directed lessons. Later listen to the tape. Ask yourself "If I were a student, was the presentation interesting enough to keep my attention?"

Listening, as opposed to hearing, is the process of translating noise into meaningful impressions. It demands attention and concentration and involves thinking. Good listening is exhausting!

Accuracy of listening is the keystone of listening skills. The listener must understand exactly what is heard. Accuracy of listening is developed through practice in listening for directions, to answer questions, to follow the thread of a story, to recall what has been said, and to hear likenesses and differences in sounds. (This last one sounds easy enough, but some farmers know which cow is mooing.)

UPGRADING LISTENING SKILLS

The following activities can be used to improve the listening abilities of your students.

1. To help the students develop sound-consciousness, provide an experience, such as listening to sounds of machines that you cannot see. Try to identify the machine. Identify traffic sounds and decide which way a vehicle is going by the sound it makes. Example: shop machines - planer saw, welder-force, ambulance, fire truck, etc.
2. Tell students where to find some information in a book. Tell them what page and which paragraph. See how many can remember what was said the first time. Example: measure chart for pint, quart, meter, liter, feeds and feed tables, typewriter keyboard, etc.
3. Read stories with actions described. For example, a story might say stretched--have students stretch. The story might say reached through the hedge--have students reach through a hedge. Example: measure 1 ft., 3 ft., knee deep, stand tall, space bar on a typewriter, measure 1½ cup, divide in half a recipe, bathe a baby, etc.
4. Have two pupils describe the same incident (a fellow employee is hurt, some incident at school) without either knowing what the other has said. Have the class listen and compare the two versions. Example: Rumor Clinic, page 3.075.
5. Have one student read a short news item to another pupil. The second student repeats the item to a third one, and so on. When the fifth or sixth student has heard the news, have him repeat

it to the entire class. Reread the news item to find any inaccuracies in listening. Example: Rumor Clinic Exercise p. 3.076.

6. Encourage students to listen to speakers who have excellent vocabularies. Discussions of speakers' topics and technical terms should be held afterward. Example: extension agent, cosmetologist, lab technician.
7. Recordings, either commercial or teacher-made, may be used as models for listening for specific words or facts. Students then are asked to explain what they heard. Example: film strips, hunter safety - do's and don'ts in handling guns.
8. Play a game called "Pack My Bag". Have the travelers in a circle. Each one puts in an item but has to repeat all the other items that are already packed in order before he adds one. The winner is the one that can remember the longest list of items in order. When a player misses an item, he drops out of the game. Example: parts of a typewriter, sewing machine, shop tools, breeds of beef-swine, child development skills for a particular age, nursing instruments.

List of Don'ts

1. Don't depend on reading instructions alone to teach listening skills. Listening skills must be taught specifically. Use listening exercises (stories or articles read aloud, then ask questions for recall, etc.)
2. Don't repeat instructions time after time. Be reasonable. If it is necessary to repeat instructions, try having pupils do it.
3. Don't give listening exercises in a room full of noise.

SLOSSON ORAL READING TEST (SORT)

Takes about 3 minutes to give and to score

Keep this test in safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median of standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: "I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can." (Indicate at what list to start.) "When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: "Look quickly down this list and read the words you think you know."

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child

has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table I below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
104-105	5.2	130-131	6.5	156-157	7.8
106-107	5.3	132-133	6.6	158-159	7.9
108-109	5.4	134-135	6.7	160-161	8.0
110-111	5.5	136-137	6.8	162-163	8.1
112-113	5.6	138-139	6.9	164-165	8.2
114-115	5.7	140-141	7.0	166-167	8.3
116-117	5.8	142-143	7.1	168-169	8.4
118-119	5.9	144-145	7.2	170-171	8.5
120-121	6.0	146-147	7.3	172-173	8.6
122-123	6.1	148-149	7.4	174-175	8.7
124-125	6.2	150-151	7.5	176-177	8.8
126-127	6.3	152-153	7.6	178-179	8.9
128-129	6.4	154-155	7.7	180-181	9.0

SLOSSON ORAL READING TEST (SORT)

"Keep a record from year to year"

Reading Level _____

School Grade _____

NAME _____ AGE ____ DATE _____
Last First Middle

List P (20)	List 1 (40)	List 2 (60)	List 3 (80)
1. see	1. with	1. game	1. safe
2. look	2. friends	2. hide	2. against
3. mother	3. came	3. grass	3. smash
4. little	4. horse	4. across	4. reward
5. here	5. ride	5. around	5. evening
6. can	6. under	6. breakfast	6. stream
7. want	7. was	7. field	7. empty
8. come	8. what	8. large	8. stone
9. one	9. bump	9. better	9. grove
10. baby	10. live	10. suddenly	10. desire
11. three	11. very	11. happen	11. ocean
12. run	12. puppy	12. farmer	12. bench
13. jump	13. dark	13. river	13. damp
14. down	14. first	14. lunch	14. timid
15. is	15. wish	15. sheep	15. perform
16. up	16. basket	16. hope	16. destroy
17. make	17. food	17. forest	17. delicious
18. ball	18. road	18. stars	18. hunger
19. help	19. hill	19. heavy	19. excuse
20. play	20. along	20. station	20. understood

List 4 (100)	List 5 (120)	List 6 (140)	List 7 (160)
1. harness	1. cushion	1. installed	1. administer
2. price	2. generally	2. importance	2. tremor
3. flakes	3. extended	3. medicine	3. environment
4. silence	4. custom	4. rebellion	4. counterfeit
4. develop	5. tailor	4. infected	5. crisis
6. promptly	6. haze	6. responsible	6. industrious
7. serious	7. gracious	7. liquid	7. approximate
8. courage	8. dignity	8. tremendous	8. society
9. forehead	9. terrace	9. customary	9. architecture
10. distant	10. applause	10. malicious	10. malignant
11. anger	11. jungle	11. spectacular	11. pensive
12. vacant	12. fragrant	12. inventory	12. standardize
13. appearance	13. interfere	13. yearning	13. exhausted
14. speechless	14. marriage	14. imaginary	14. reminiscence
15. region	15. profitable	15. consequently	15. intricate
16. slumber	16. define	16. excellence	16. contemporary
17. future	17. obedient	17. dungeon	17. attentively
18. claimed	18. ambition	18. detained	18. compassionate
19. common	19. presence	19. abundant	19. complexion
20. dainty	20. merchant	20. compliments	20. continuously

List 8 (180)	High School (200)	SCORE
1. prairies	1. traverse	List P
2. evident	2. affable	
3. nucleus	3. compressible	List 1
4. antique	4. excruciating	
5. twilight	5. pandemonium	List 2
6. memorandum	5. scrupulous	
7. whimsical	7. primordial	List 3
8. proportional	8. chastisement	
9. intangible	9. sojourn	List 4
10. formulated	10. panorama	
11. articulate	11. facsimile	List 5
12. deprecate	12. auspicious	
13. remarkably	13. contraband	List 6
14. contrasting	14. envisage	
15. irrelevance	15. futility	List 7
16. supplement	16. enamoured	
17. inducement	17. gustatory	List 8
18. nonchalant	18. decipher	
19. exuberant	19. inadequacy	List H.S.
20. grotesque	20. simultaneous	

Raw Score _____

(Total number of correct words including the words below starting level.)

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

SOURCE: Slosson Educational Publications, Inc., P.O. Box 280, East Aurora, New York 14052. (Reprinted with permission)

OBJECTIVE TECHNIQUE IN READING

INCOMPLETE SENTENCE TEST

This test will yield much insight into the attitude a child has toward school, home, etc. Items 2, 13, 15, 27, 32, 41, 44, 46, and 50 are directly related toward the child's attitude toward reading.

1. Today I feel _____
2. When I have to read I _____
3. I get angry when _____
4. To be grown up _____
5. My idea of a good time _____
6. I wish my parents knew _____
7. School is _____
8. I can't understand why _____
9. I feel bad when _____
10. I wish teachers _____
11. I wish my mother _____
12. Going to college _____
13. To me, books _____
14. People think I _____
15. I like to read about _____
16. On weekends I _____
17. I don't know how to _____
18. To me, homework _____
19. I hope I'll never _____
20. I wish people wouldn't _____
21. When I finish school _____
22. I'm afraid _____

23. Comic books _____
24. When I take my report card home _____
25. I am at my best when _____
26. Most brothers and sisters _____
27. I'd rather read than _____
28. When I read math _____
29. The future looks _____
30. I feel proud when _____
31. I wish my father would _____
32. I like to read when _____
33. I would like to be _____
34. For me studying _____
35. I often worry about _____
36. I wish I could _____
37. Reading science _____
38. I look forward to _____
39. I wish someone would help me _____
40. I'd read more if _____
41. Special help in reading _____
42. Every single word is _____
43. My eyes _____
44. The last book I read _____
45. My mother helps _____
46. Reading in school _____
47. My father thinks reading _____
48. I read better than _____
49. My father helps _____
50. I would like to read better than _____

I

DIAGNOSTIC SPELLING TEST

Pronounce word - read sentence containing the word pronounced.

1. not	9. like	17. come	25. after
2. but	10. found	18. what	26. sister
3. get	11. down	19. those	27. toy
4. sit	12. soon	20. show	28. say
5. man	13. good	21. much	29. little
6. boat	14. very	22. sing	30. one
7. train	15. happy	23. will	31. would
8. time	16. kept	24. doll	32. pretty

Grade Scoring List I:

Below 15 correct	below 2nd grade
15-22 correct	second grade
23-29 correct	third grade

II

1. flower	9. jump	17. study	25. doesn't
2. mouth	10. jumps	18. studies	26. night
3. shoot	11. jumped	19. dark	27. brought
4. stood	12. jumping	20. darker	28. apple
5. while	13. hit	21. darkest	29. again
6. third	14. hitting	22. afternoon	30. laugh
7. each	15. fight	23. grandmother	31. because
8. class	16. biting	24. can't	32. through

Grade Scoring List II:

Below 9 correct	Below third grade	
9-19 correct	third grade	
20-25 correct	fourth grade	(score below 9
26-29 correct	fifth grade	take test I)
over 29 correct	sixth grade or better	

Sentences for the above words are on the following page.

SOURCE: Reprinted from TEACHER'S GUIDE FOR REMEDIAL READING by William Kottmeyer, copyright 1959 with permission granted by Webster/McGraw-Hill.

ILLUSTRATIVE SENTENCES

I

1. He is not here.
2. Mary is here, but Joe is not.
3. Get the wagon, John.
4. Sit down, please.
5. Father is a tall man.
6. We sailed our boat on the lake.
7. Tom has a new toy train.
8. It is time to come home.
9. We like ice cream.
10. We found our lost ball.
11. Do not fall down.
12. Our teacher will soon be here.
13. He is a good boy.
14. We are very glad to be here.
15. Jane is a happy girl.
16. We kept our shoes dry.
17. Come to our party.
18. What is your name?
19. Those are our toys.
20. Show us the way.
21. I feel much better.
22. We will sing a new song.
23. Who will help us?
24. Make a dress for the doll.
25. We play after school.
26. My sister is older than I.
27. I have a new toy train.
28. Say your name clearly.
29. Tom is a little boy.
30. I have only one book.
31. Would you come with us?
32. She is a pretty girl.

II

1. A rose is a flower.
2. Open your mouth.
3. Joe wants to shoot his new gun.
4. We stood under the roof.
5. We sang while we marched.
6. We are in the third grade.
7. Each child has a pencil.
8. Our class is reading.
9. We like to jump rope now.
10. Mary jumps rope.
11. We jumped rope yesterday.
12. The girls are jumping rope now.
13. Hit the ball hard.
14. John is hitting the ball.
15. Our dog does not bite.
16. The dog is biting on the bone.
17. Study your lesson.
18. He studies each day.
19. The sky is dark and cloudy.
20. This color is darker than that one.
21. This color is darkest of the three.
22. We play this afternoon.
23. Our grandmother will visit us.
24. We can't go with you.
25. Mary doesn't like to play.
26. We read to Mother last night.
27. Joe brought his lunch to school.
28. An apple fell from the tree.
29. We must come back again.
30. Do not laugh at other children.
31. We cannot play because of the rain.
32. We ran through the yard.

Diagnostic Spelling Test Continued

List 1

	Word	Element Tested		Word	Element Tested
1.	not		18.	what	
2.	but		19.	those	wh, th, sh, ch, and ng
3.	get	Short vowels	20.	show	spellings and ow spel-
4.	sit		21.	much	ling of long o
5.	man		22.	sing	
6.	boat	Two vowels together	23.	will	Doubled final consonants
7.	train		24.	doll	
8.	time	Vowel-consonant-e	25.	after	er spelling
9.	like		26.	sister	
10.	found	ow-ou spelling of ou sound	27.	toy	oy spelling of oi sound
11.	down		28.	say	ay spelling of long a sound
12.	soon	long and short oo	29.	little	le ending
13.	good		30.	one	
14.	very	Final y as short i	31.	would	Non-phonetic spellings
15.	happy		32.	pretty	
16.	kept	c and k spellings of the k sound			
17.	come				

List 2

1.	flower	ow-ou spellings of ou sound,	15.	bite	Dropping final e
2.	mouth	er ending, th spelling	16.	biting	before ing
3.	shoot	Long and short oo, sh	17.	study	Changing final y to
4.	stood	spelling	18.	studies	i before ending
5.	while	wh spelling, vowel-consonant-e	19.	dark	
			20.	darker	er, est endings
			21.	darkest	
6.	third	th spelling, vowel before r	22.	afternoon	Compound words
			23.	grandmother	
7.	each	ch spelling, two vowels together	24.	can't	Contractions
			25.	doesn't	
8.	class	Double final consonant, c spelling of k sound	26.	night	Silent gh
			27.	brought	
9.	jump		28.	apple	le ending
10.	jumps	Addition of s, ed, ing;	29.	again	
11.	jumped	j spelling of soft g sound	30.	laugh	Non-phonetic spellings
12.	jumping		31.	because	
13.	hit	Double final consonant	32.	through	
14.	hitting	before ing			

DIAGNOSIS:

Disability Analysis

The oral reading test will reveal much about the pupil's word perception skills, but to secure the more specific information called for on the third page of the folder referred to in Chapter 3, the teacher can devise a series of informal tests which will be helpful. Remedial teachers usually like to develop such a series of informal inquiries for themselves. The kind of information which can be secured in this way is indicated here by a number of typical questions with comments inserted.

1. How much sight vocabulary has he?

Number read at sight:

A quick and fairly accurate measure of sight vocabulary can be made by using The Basic Sight Word Test[1] devised by Dolch. This test is a single sheet listing the 220 words, excluding nouns, which occur most commonly in all reading materials. Since the words are not in context, the list is a good measure of the sight vocabulary the pupil has really retained. As the pupil reads the words from one sheet, the examiner notes the errors and omissions on another sheet. Average third-grade pupils should be able to read the words without a great deal of difficulty.

2. Does he try to use context clues?

The examiner can note whether the pupil makes use of context while he is reading the oral test paragraphs. If there is some doubt, a short paragraph like this can be used:

"This story has some words missing. Try to read the story by guessing the missing words."

"Dick." __Mother, "will you go to the store for me?"
"Surely, __," said __. "What shall I get?"
"I need a __ of butter, a loaf of __, and a __ eggs," said __. "Hurry!"
__ ran to the __ and was soon back.
"That's a good __" said __. "Thank __ very much."
"You're welcome, Mother," said __. and he ran off to __ ball with his __.

3. Does he know the names of the letters?

This material can be used to test the pupil's knowledge of the letter names. Draw a circle around the misses; write the errors the pupil made.

"Read these letters."

B A I S C D F E P T M L R

Z J U H G W X Q K V Y N O

r o n l m y t v k p z i a

j u s h b c g w d f x q c

4. Does he know the consonant sounds?

Knowledge of consonant sounds can be tested with the following material. Draw a circle around the misses; write the errors the pupil made.

a. "Letters have sounds. Can you sound these letters?"
r n l m v z s f

b. "Show me how you would hold your mouth to say a word which starts with each of these letters."
y t k p j h b c g w d

c. "When these letters are together, what sound do they make?"
sh ch th wh ng

In group a, the consonant sounds can be uttered without the "uh" vowel sound, although many pupils will respond "r-uh, n-uh," etc. Group b cannot be sounded without "uh" or another vowel ending, so the pupil is asked to show how he "holds his mouth" to start the sound. If the pupil is aware of letter sounds, he typically responds "y-uh, t-uh," etc. The examiner should note whether the "uh" is habitually appended to the consonant Doing so will indicate that the pupil has been exposed to incorrect phonetic training. One of the early teaching jobs will then be the elimination of the habit.

The sh, ch, th, and wh are single consonant sounds, although the wh sounds almost like a combination of the h sound followed by the w sound. The ng is difficult to utter without a vowel before it.

Other consonant combinations, often called consonant blends, like st, tr, gl, etc., are not listed because they are not single consonant sounds and should not be taught as a combined consonant force. Teaching these consonant combinations violates the simplicity of single-letter phonics.

5. Can he substitute beginning consonant sounds?

Ask the child to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words without help.

Sight words: man sent star night at hen blue kite hair nest
Test words: ban pent mar bight gat fen clue rite lair zest

A pupil may have had some training in using the beginning consonant

substitute technique. The examiner should try to discover whether the pupil tries to use it, for, if single-letter phonics is used in the remedial teaching, the pupil should understand clearly that he is to change his attack. Otherwise he may become quite confused.

The sight words are easy vocabulary and the child has seen them often in context. The test words, it is assumed, will not be recognized by retarded readers, but can be deciphered if the pupil has mastered beginning consonant substitution.

6. Can he hear the short vowel sounds in words?

"I am going to say some words. Listen and tell me which vowel sound you hear in each word."

Test words: bread (short e) bunk (short u) snap (short a)
split (short i) block (short o)

If the pupil does not understand the question, he probably has had ineffectual or no teaching of vowel sound. If he responds by giving the name of the vowel, explain that he is to give the vowel sound he hears. Complete unfamiliarity will indicate that some preliminary training in auditory acuity will have to be done before the vowel sounds are taught.

7. Can he tell when vowel sounds are long in words?

"Try to read these words as well as you can, even if you never saw them before."

Test words: teal vie shoal trite gate dune

If the pupil has had some instruction in word perception, he should have learned that the two common long-vowel word patterns are the two consecutive vowels and the vowel-consonant-final e. If he is aware of these principles, he should be able to call off the test words even though he does not know the meanings.

8. Does he know the common vowel digraphs?

"Here are some words you probably won't know. Try to read them as well as you can."

Test words: nook awl coy flout stray maul foil jowl

The vowel sounds commonly spelled oo, aw or au, oy or oi, ou or ow, and ay (ā) occur often in easy reading material and the pupil must learn to recognize these spellings. If he does, he will be able to call off the test words.

9. Can he blend letter sounds to form words?

"Here are some nonsense words. They really are not words at all, but I'd like to see if you can read them."

Test words:

fis	lote	gud	keat	hin	sut	jay
tope	sive	muts	bame	grue	nibs	pud
nobe	beed	nel	bute	kim	sult	faim

If a pupil knows the consonant and vowel sounds, as well as the two common long-vowel patterns and can blend sounds, he will be able to read the nonsense words listed here. The nonsense syllables are used to preclude the possibility of the pupil's recognizing a word by configuration.

10. Does he make reversals?

"Read these words as fast as you can---hurry!"

Test words: pal even no say raw ten tar won pot
rats keep nap tops read meat lap never

A pupil who retains the early tendency of some children to reverse words, was for saw, on for no, etc., will usually slip if he reads the test words rapidly.

11. Does he see the common prefixes as units?

"Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike dispay combent
ungate excry proread prehead enstand

One of the basic structural analysis skills is the ability to see common prefixes like re, con, in, de, dis, com, un, ex, pro, pre, and en as visual units in words. In the test words, they are therefore placed before common sight words to find out whether the child does see them as word parts.

12. Does he see the common suffixes as units?

"Read these nonsense words as well as you can."

Test words: balling booker floorest daytion skinance
meatness chairly waterful burnant truckous

As with the prefixes, the pupil who has learned to see the common suffixes as visual units should be able to call off the test words without difficulty.

13. Does he see compound words as units?

"Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet broomfeather
paperjumper eatmobile spaderoom carthouse

Compound words occur frequently in easy reading material, and a pupil should be able to recognize the parts of such a word. Nonsense words are used here to be sure the pupil does not recognize compounds by the total word pattern.

14. Can he divide long words into parts?

"Divide these words into parts by marking the parts (i.e., drawing lines between syllables). Read the words after you have marked the parts."

Test words: bombardment combination refreshment establishment
revolver entertain calculate cucumber

In addition to recognizing compound word parts, prefixes, and suffixes as visual units, the pupil should be able to divide long words into syllables. This skill can probably be noted better during the oral reading test than in the manner here suggested.

The teacher who has many pupils for diagnosis will find it convenient to mimeograph both a teacher's form of this check list and a pupil's form, including in the latter only the test material which the child needs before him. Teachers will perhaps wish to modify these suggestions to suit their own purposes and needs.

Through the use of the oral reading test and informal tests of the kind here suggested, most of the items listed on the third side of the diagnostic folder can be filled in. The items "letter reversals" and "letter confusion" refer to the common errors made with b, d, p, and q and with m, n, and u. "Word confusions" is listed because children often misread common words of similar configuration--for for from, you for your, house for horse, place for palace, etc. Poor readers also omit final letters of words, often skip words entirely, sometimes substitute one word for another which has essentially the same meaning. Many pay little attention to marks of punctuation and thereby distort meaning. Still others have formed the habit of repeating a word several times while they try to puzzle out the next word. Some call off words in context as if they were isolated words in a list and obviously get no complete sentence meanings. These common errors should be noted and, during the remedial teaching, should gradually be eliminated.

The item "eye-voice span" refers to the unskilled reader's habit of keeping the eyes fixed on the word which he is reading orally. The eyes of the fluent reader are at least several words ahead of his voice, enabling him to analyze visually an unfamiliar word, to note a mark of punctuation, to group words into phrases, and to read the sentence expressively. The examiner may suddenly cover the page from which the pupil is reading orally to find out whether he can say several more words or whether he stops with the word he has already spoken. If the remedial reading teacher is patient, pupils can learn to develop enough eye-voice span to improve their oral reading considerably.

Poor readers often lose their place, sometimes make inaccurate return sweeps of the eyes, and miss the following line. Some retain the early habit of pointing with a finger to the words as they read them. These bad habits should be noted by the remedial reading teacher and should be inhibited as soon as possible.

The silent reading rate should be measured if the standardized test used does not provide this information. During silent reading, the teacher can note whether the pupil moves his lips and has formed the habit of articulating as though he were reading orally. Some pupils move their heads as their eyes move across the page in the necessary series of fixations and jerk back to the beginning of the next line. Noting these and similar bad habits will provide a list of remedial chores for the reading teacher to work on during the regularly scheduled remedial teaching periods.

SOURCE: Reprinted from TEACHER'S GUIDE FOR REMEDIAL READING by William Kottmeyer, copyright 1959 with permission granted by Webster/McGraw-Hill.

SUMMARIZING THE DIAGNOSIS

When clinic or remedial teachers need to report a summary of the diagnosis to the home school or to the parent, or if a file of diagnosis to the home school or to the parent, or if a file of diagnostic summaries is to be maintained, it is advisable to standardize the report form, especially if several examiners are involved. The following letter form is therefore suggested for these purposes. Several typical clinic report letters follow.

Letter to Principal Summarizing Diagnosis

Name of Principal _____ January 10, 19_____
School _____
Address _____
Dear _____ (Principal):

Following are data concerning _____ C.A. _____
Grade _____
Physical: Write in physician's report verbatim as stated on the physical examination blank.
Vision: Report results of visual screening test. Make no positive statements about visual defects. See physical examination blank and screening test record form for details.
Hearing: Report results of audiometer test. See audiogram form for details.
Dominance: Optional. State preferred hand and eye.
Intelligence: If Wechsler is used, report I.Q. in this manner:

Verbal I.Q.	75
Performance I.Q.	101
Full Scale I.Q.	86
Classification:	Dull Normal

Comment on the significance of any discrepancies of scores.
Oral Reading: Record score in this manner: Scored 2.9, or the ninth month of the second grade, on _____ Oral Reading Test.
State types of errors made consistently enough by the pupil to constitute a pattern.

SOURCE: Reprinted from TEACHER'S GUIDE FOR REMEDIAL READING by William Kottmeyer, copyright 1959 with permission granted by Webster/McGraw-Hill.

DIRECTIONS FOR USING THE READABILITY GRAPH

1. Select three one-hundred word passages from near the beginning, middle and the end of the book. SKIP ALL PROPER NOUNS.

2. Count the total number of sentences in each one-hundred word passage, estimating to the nearest tenth of a sentence. Average the three numbers.

3. Count the total number of syllables in each hundred-word sample. There is a syllable for each Vowel Sound; for example: cat (1), bluebird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as -y, -ed, -le usually make a syllable; for example: ready (2), bottle (2). I find it convenient to count every syllable over one in each word and ADD 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

EXAMPLE

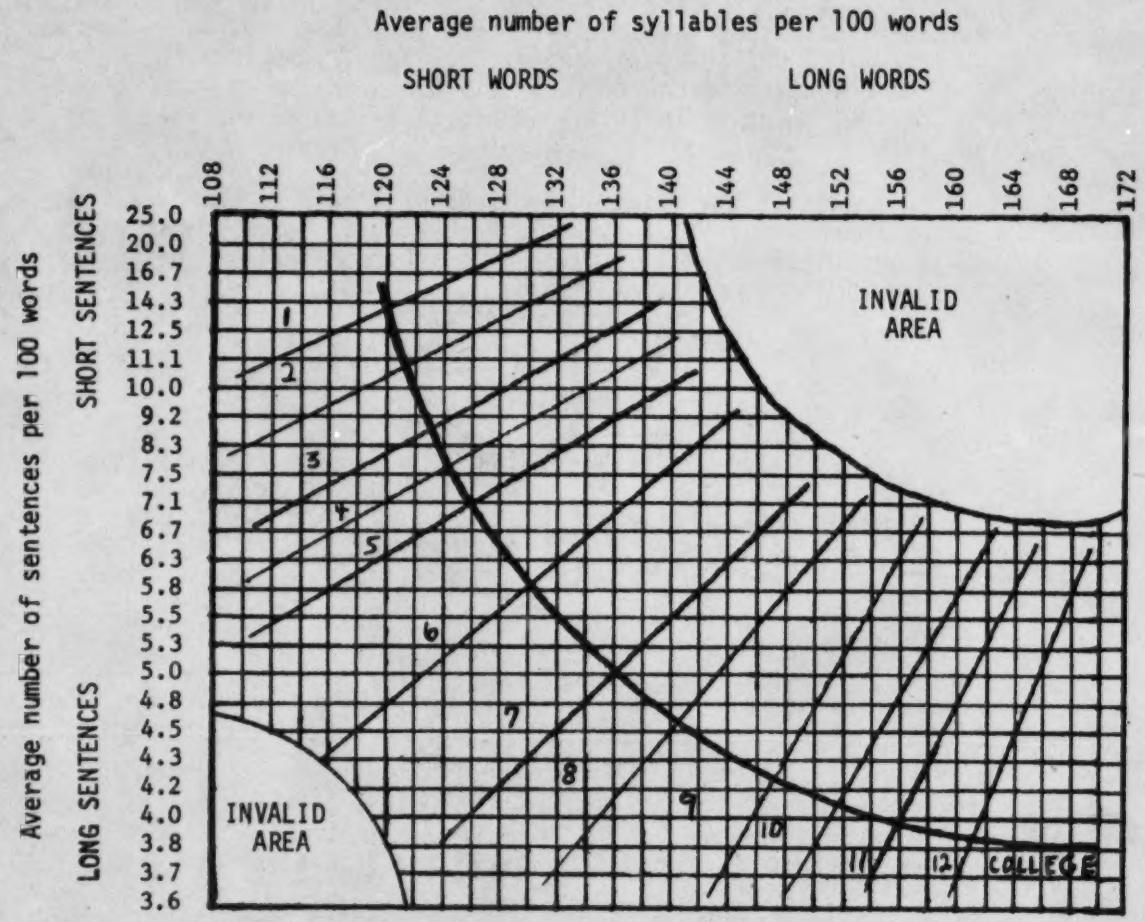
	Sentences per 100 words	Syllables per 100 words
100 - Word Sample page 5	9.1	122
100 - Word Sample page 92	8.5	140
100 - Word Sample page 160	7.0	129
	$3\overline{)24.6}$ 8.2	$3\overline{)391}$ 130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select more passages and average them in before plotting.

Edward Fry: Journal of Reading, April, 1968.

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



The Readability Graph is not copyrighted. Anyone may reproduce it in any quantity without permission from the author and editor. The Readability Graph can be found in Reading Instruction for Classroom and Clinic, Edward Fry, Author, McGraw-Hill Book Company, P. 232, 1972.

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INTEREST INVENTORY

Name _____

1. Do you read a newspaper regularly _____ or sometime _____?

2. Which parts of a paper are your favorites?

_____ news stories	_____ funnies	_____ editorials
_____ fashions	_____ ads	_____ crossword puzzles
_____ sports	_____ TV, movies amusements	_____ other

3. Do you read any magazines regularly? _____ If so, name them: _____

_____

4. Do you enjoy reading comic books? _____ Which are your favorites?

_____

5. Name some of the favorite books you have read:

_____

_____

6. If you could read about anything, what would you read about?

_____

7. Number in order of preference your favorite kinds of reading materials and put a zero before those you dislike:

_____ short stories	_____ biographies or autobiographies
_____ novels	_____ newspaper article - news
_____ poetry	_____ newspaper article - sports
_____ plays	_____ science fiction
_____ comic books	_____ mysteries
_____ how-to-do-it materials	_____ religious articles or books
_____ other (name)	

_____

_____

8. Name any TV programs you watch regularly:

_____

_____

_____

9. Do you watch any news program regularly? _____

10. What movies have you seen recently (either on TV or in a theater)?

_____

_____

11. Do you have a part-time job after school? _____ If so, what do you do? _____

_____

12. What are your favorite hobbies or sports?

_____

_____

13. How do you most enjoy spending your free time?

_____

_____

14. List the subjects you like best in school. _____

_____

15. List the subjects you like the least. _____

_____

16. What do you want to do after you graduate from high school?

_____

17. What kind of music do you like?

_____ country and western _____ rock _____ dixieland jazz

_____ jazz _____ classical _____ semi-classical _____ other (please indicate)

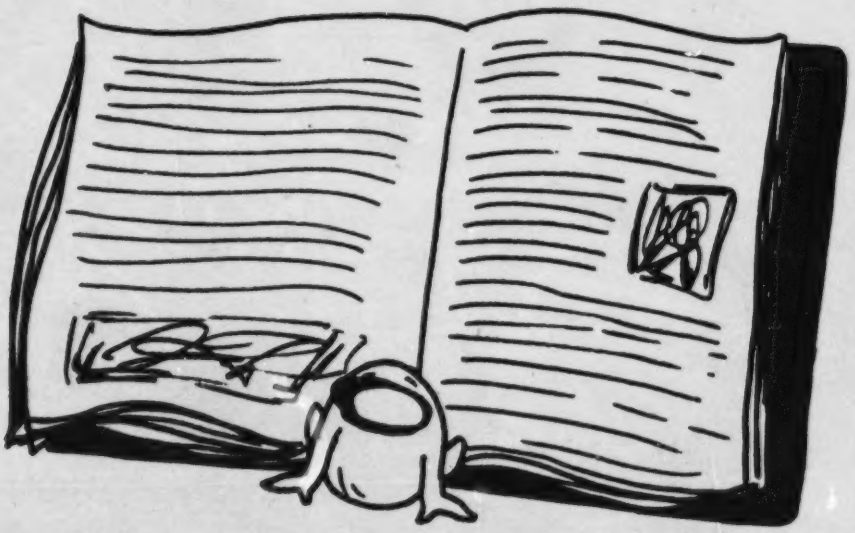
Based on L. Burmeister. Reading Strategies for Secondary School Teachers. Addison-Wesley, Reading, Mass. 1974.

NOTE: Please do not try to administer this Hafner Quick Reading Test until you have looked up all the pronunciations! You may have been mispronouncing some of these words without being aware of it. Be careful in administering the test; if a pronunciation is wrong, it is wrong. Just mark it. Do not give any kind of indication that it is incorrect. Of course, if you did that, the student could finally "stumble" on to the correct pronunciation. Your test results would be inordinately high and invalid.

Determining the Reading Grade Placement. Count the number of correctly pronounced words and enter the raw score in the appropriate blank.

$$\text{Reading Grade Placement} = \frac{\text{Raw Score}}{10} + 1$$

To the Teacher: (1) Have the student read horizontally across the page.
(2) Mark the items missed. Stop after five consecutive words are missed.



Source: Hafner, Lawrence E. Developmental Reading in Middle and Secondary Schools: Foundations, Strategies, and Skills for Teaching. NY: Macmillan Publishing Co., Inc. 1977, pp. 541-2.

HAFNER QUICK READING TEST
(Expanded Version)

Name _____ Reading Grade _____

1.	bed	ride	funny	old	ground
	catch	name	in	she	could
2.	floor	together	river	minute	question
	thank	enough	anyone	happen	lady
3.	empty	which	stupid	glance	island
	rather	weight	easily	alive	certain
4.	saucer	command	future	majesty	encourage
	orchard	quiver	improve	range	trumpet
5.	flexible	emperor	operator	enclose	niece
	warmth	mosquito	ravine	neglect	ceiling
6.	mortal	physician	essential	geranium	document
	possess	scroll	monstrous	forfeit	orphanage
7.	complexion	conceit	reluctant	siege	monotonous
	geology	chivalry	plague	unique	asylum
8.	nourish	exquisite	camouflage	intrigue	hereditary
	occupant	mythology	calamity	juror	reinforce
9.	accomplice	regime	grimace	ecstacy	belligerent
	idolize	encore	judicial	stealthy	physique
10.	cynical	annihilate	uncouth	marital	deteriorate
	reimburse	linear	anonymous	suave	feign
11.	awry	guise	slovenly	emaciated	typify
	indict	boudoir	glower	cuisine	meander
12.	gauche	prosaic	visage	bourgeois	inveigle
	quiescent	liaison	pedagogy	iridescent	myriad
13.	inchoate	chimerical	miscegenation	sinecure	schism
	satiate	avarice	matrix	cynosure	hyperbole

INTRODUCTION

Reading skills may be taught by participation in various socialization activities. By socialization, the student learns better to communicate, to express his thoughts and ideas, to appreciate the ideas and abilities of his classmates, and to learn more about how he relates to his environment.

The following activities may be used as an aid by the teacher in developing reading skills through socialization opportunities.

There are nine parts in this section:

1.	Rumor Game	3.075
2.	Rumor Clinic Exercise	3.076
3.	Syllabication	3.077
4.	Interest Inventory	3.078
5.	Strategy Exercise #21	3.079
6.	The Coat of Arms	3.080
7.	Broken Squares	3.081
8.	Directions for Making a Set of Broken Squares	3.083
9.	Different Angles Square	3.090

In the Rumor Game (3.075) and Rumor Clinic Exercise (3.076), students are asked to repeat a story told by a classmate. The objective is to illustrate how a story can become changed when told from the original source to several people.

Syllabication (3.077) may be used to help students become better acquainted and practiced in syllable skills. In this game, students with one syllable in their first name are asked to stand and repeat it aloud. Students with two-syllable first names go second, then keep adding syllables until all students have been given a chance. When finished, you may have them to do the same for their last names.

Interest Inventory (3.078) is a series of twenty questions relevant to a person's life style that should aid the teacher in determining the student's interest.

Strategy Exercise No. 21 (3.079) and Coat of Arms (3.080) are not art exercises and should be used to examine values and to generate more data for "I learned that I....." statements.

Broken Squares: Nonverbal Problem-Solving (3.080), Directions for Making a Set of Broken Squares (3.083) and Different Angles Square (3.090) work to analyze some aspects of cooperation in solving a group problem and to sensitize participants to behavior which may contribute toward or obstruct the solving of a group problem.

RUMOR GAME

OBJECTIVE: To illustrate how a story can become changed when told from the original source to several people.

MATERIALS: Group of people (with at least eight), newsprint, felt markers.

DIRECTIONS: There should be a thirty minute time limit on this activity. Select the participants and have the remaining students form a large circle for observation. Have the participants number off 1 through 8 and excuse themselves to another room or hallway. Participant #1 should remain in the classroom. Have two chairs in the center of the circle. The instructor will read a story similar to the one on the following page.

Participant #2 enters the circle and sits down. Participant #1 tells participant #2 what he has heard. (Each participant will repeat the message in his own way and must not receive any help). Participant #3 enters and participant #2 tells him/her the story. The process is repeated until all participants have been told the story. The last participant is to assume the role of the policeman and the policeman writes his report on the newsprint. The instructor should then post the police report with the original script on the wall for a comparison.

The entire class is asked to make a comparison and tell how some of the details were altered. Ask the participants to explain why they changed the stories they heard.

VARIATIONS: The class can be divided into 2 or 3 groups with all students being participants. Different stories should be used for each group.

EXAMPLE: Rumor Clinic Exercise, page 3.076.

RUMOR CLINIC EXERCISE: (A COMMUNICATION EXPERIMENT)

"A Teacher's Report"

OBJECTIVE: To develop communication and observation skills

"There has been a fight in my class between 3 Puerto Rican boys and three white boys-Anglos. Somebody pulled a knife but one of the boys knocked it down. Two Puerto Rican boys are injured and bleeding and I have sent someone to call an ambulance. I can't leave my room because the class is very tense and I'm afraid some groups from the neighborhood may hear about the fight and force their way into the school. I have sent the three white boys to the principal's office. Would you pass the message along to the Main Office. Tell them to send for the police--fast."

- -

Directions: The experiment requires the class to work in groups of five or six persons. One student from each group hears the message read (in the hall or outside the class). These students transmit the message to members of their group who in turn tell others, etc. The last person in the group plays the role of the principal who writes a report of what was heard. The reports are then read and compared. They may be placed on newsprint and posted for all to read. Discussion is focused on what changes occurred in retelling and why. There is also emphasis on the development of critical listening skills.

SYLLABICATION

OBJECTIVE: To provide students an opportunity to become better acquainted and to practice in syllable skills.

MATERIALS: None

DIRECTIONS: Ask students to stand up in the following order:

1. Those who have one syllable in their first names. Ask students to say their names out loud, then sit down.
2. Those who have two syllables in their first names. Proceed as before.
3. Those who have three syllables in their first names. Proceed as before. Continue with four syllables, etc.
4. Do the same with the last names.
5. Do the same with total syllables in first plus last names.

VARIATION: Place word cards pertinent to your class in a box or other container. Have each student draw a card from the container. Then ask each student to stand and say the word they drew and tell how many syllables are in the word.

Reprinted by special permission from Burmeister, Lou E. Words - From Print to Meaning, 1975, Addison-Wesley, Reading, Massachusetts.

INTEREST INVENTORY

NAME: _____

ADDRESS: _____

SCHOOL: _____

1. What hobbies do you have? _____
2. What kind of books do you like to read? _____
3. What church do you attend? _____
4. Do you go to Sunday School? _____
5. What is your favorite club? _____
6. What programs do you like on TV? _____
7. What games do you enjoy playing? _____
8. Do you take music lessons? _____
9. What instrument do you play? _____
10. How many brothers and sisters do you have? _____
11. Give the ages of your brothers and sisters. _____
12. Who is your best friend? _____
13. What is your favorite sport? _____
14. What awards have you won in sports? _____
15. How much allowance are you given? _____
16. What magazines do you like? _____
17. Do you read the newspapers? _____
18. How many times a month do you go to the movies? _____
19. How often do you go to the library? _____
20. What is your favorite subject in school? _____

STRATEGY EXERCISE NO. 21

The Coat of Arms

Here is your personal coat of arms. Make drawings (even as crude as stick figures) for five of the blocks. Only in the sixth one are you allowed to use words. This is not an art exercise. The coat of arms is being done to examine values and to generate more data for "I learned that I . . ." statements.

Here are some suggestions to help make up a lively personal coat of arms:

1. In the first section, draw a picture to represent one thing you are very, very good at, and one picture to represent one thing you are struggling to get better at. Thus in that block you will have two pictures.

2. In the second section, represent one value about which you would simply "never budge". It is a deep commitment.

3. In the third section, represent the material possession most significant to you.

4. In the fourth section, draw two pictures, one to represent your greatest achievement of the past year and the other to show your biggest setback, failure, or defeat.

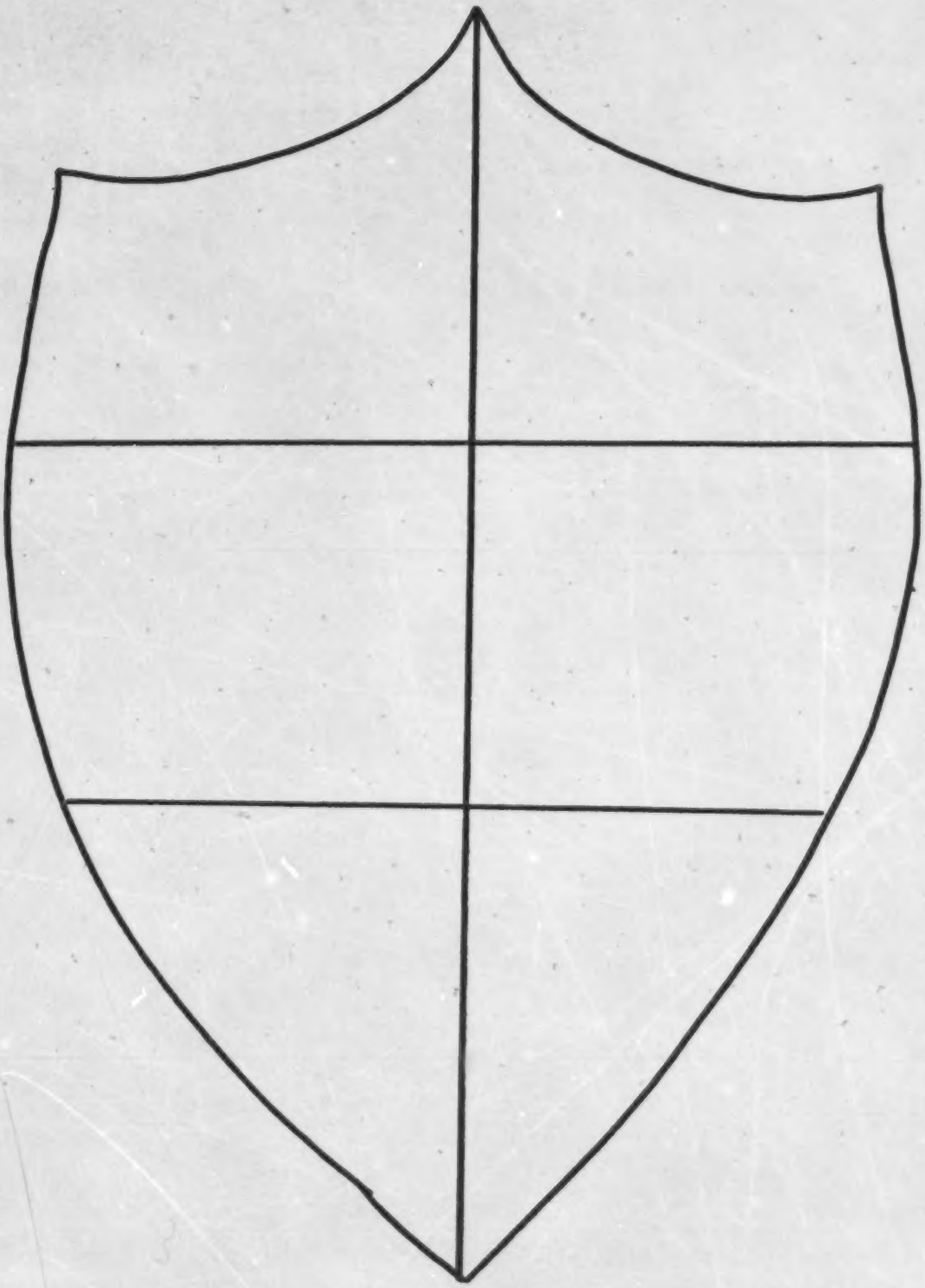
5. For the fifth section, show what you would do with your life if you had one year to do whatever you wanted and would be guaranteed success in anything you undertook.

6. Finally, in the sixth section, place three words which you would like people to say about you if your life ended today.

These coat of arms are very tender things to share in small groups. They can also be taped to the wall, so that students can take each other on "gallery walks" to share their coat of arms.

SOURCE: "VALUES CLARIFICATION: A Handbook of Practical Strategies for Teachers and Students by Sidney B. Simon, Leland W. Howe, & Howard Kirschenbaum, copyright (c) 1972 Hart Publishing Co, Inc."

THE COAT OF ARMS



BROKEN SQUARES: NONVERBAL PROBLEM-SOLVING

OBJECTIVES:

I. To analyze some aspects of cooperation in solving a group problem.

II. To sensitize participants to behavior which may contribute toward or obstruct the solving of a group problem.

GROUP SIZE: Any number of groups of six participants each. There are five participants and an observer/judge in each group.

TIME REQUIRED:

Approximately forty-five minutes.

MATERIALS:

I. A set of broken squares (prepared according to directions following) for each group of five participants.

II. One copy for each group of the Broken Squares Group Instruction Sheet.

III. One copy for each observer of the Broken Squares Observer/Judge Instruction Sheet.

PHYSICAL SETTING:

A table that will seat five participants is needed for each group. Tables should be spaced far enough apart so that no group can see the puzzle-solving results of other groups.

DIRECTIONS:

I. The facilitator begins with a discussion of the meaning of cooperation; this should lead to hypotheses about what is essential to successful group cooperation in problem-solving. The facilitator indicates that the group will conduct an experiment to test the hypotheses. Points each as the following are likely to emerge:

1. Each individual should understand the total problem.

2. Each individual should understand how he can contribute toward solving the problem.

3. Each individual should be aware of the potential contributions of other individuals.

4. There is a need to recognize the problems of other individuals in order to aid them in making their maximum contribution.

5. Groups that pay attention to their own problem-solving processes are likely to be more effective than other groups who do not.

II. The facilitator forms groups of five participants plus the observer/judge. These observers are each given a copy of the Broken Squares Observer/Judge Instruction Sheet. The facilitator then asks each group to distribute among its members the set of broken squares (five envelopes). The envelopes are to remain unopened until the signal to begin work is given.

III. The facilitator gives to each group a copy of the Broken Squares Group Instruction Sheet. The facilitator reads these instructions to the group, calling for questions or questioning groups about their understanding of the instructions.

IV. He then tells the groups to begin work. It is important that the facilitator monitor tables during the exercise to enforce rules established in the instructions.

V. When all groups have completed the task, the facilitator engages the groups in a discussion of the experience. Observations are solicited from observers/judges. The facilitator encourages the groups to relate this experience to their "back-home situations".

VARIATIONS:

I. When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the left-over pieces. They discuss their results, and the exercise is resumed.

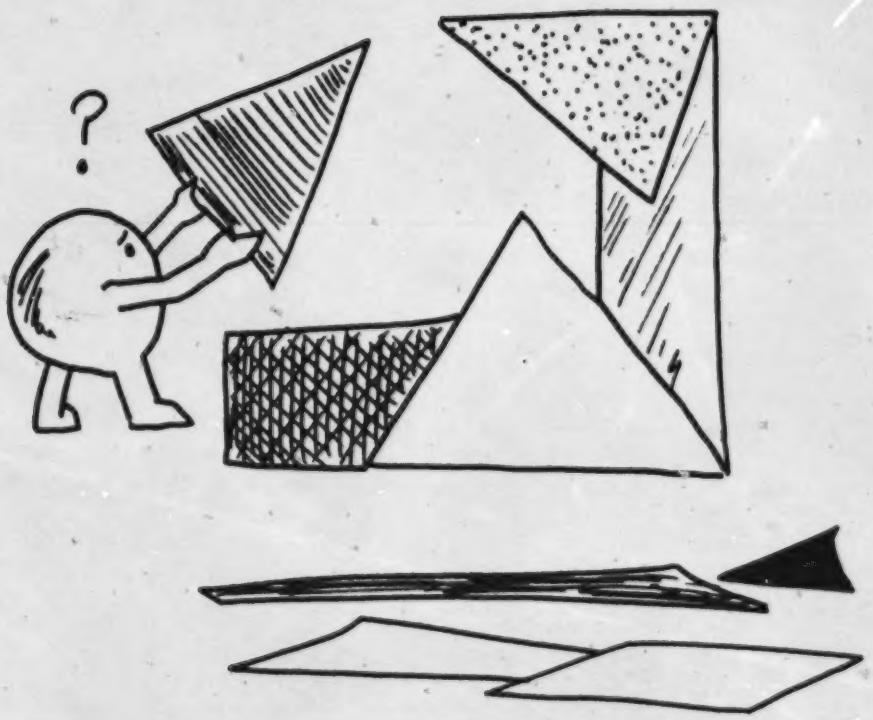
II. The five-person teams can be given consultation assistance by the observer/judge or by one appointed member of the team. This may be a person who has done the exercise before.

III. Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.

IV. An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.

V. Members may be permitted to talk during the problem-solving, or one member may be given permission to speak.

VI. Members may be permitted to write messages to each other during the problem solving.

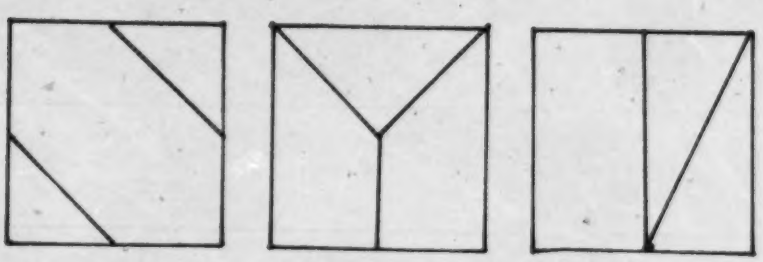


SOURCE: Pfeiffner, J. William & John E. Jones. A Handbook of Structured Experiences for Human Relations Training. La Jolla, California: University Associates, 1973.

DIRECTIONS FOR MAKING A SET OF BROKEN SQUARES

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

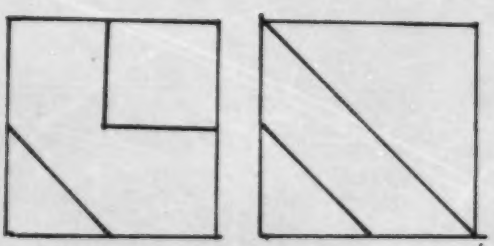
To prepare a set, cut out five cardboard squares, each 6" x 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

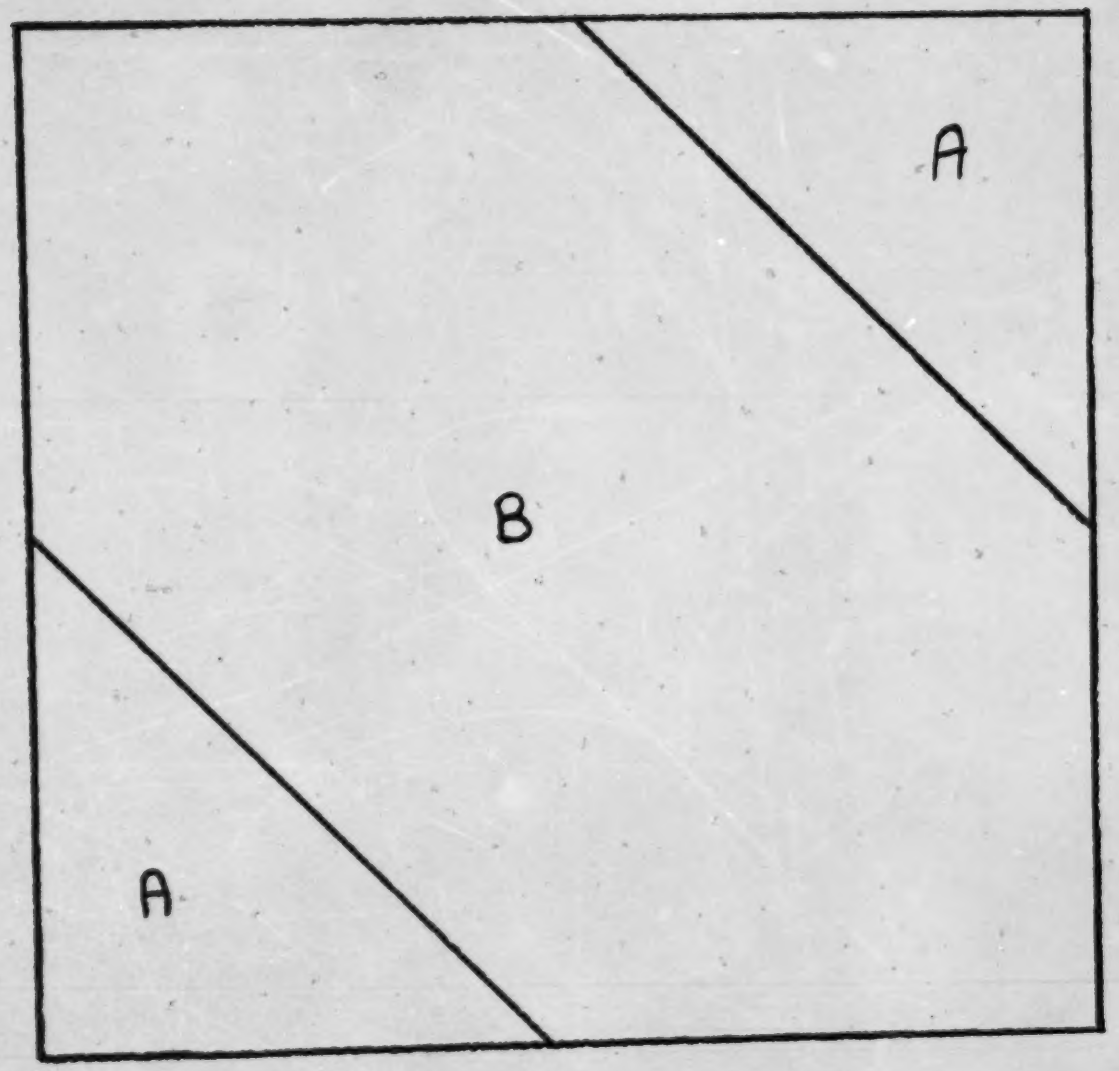


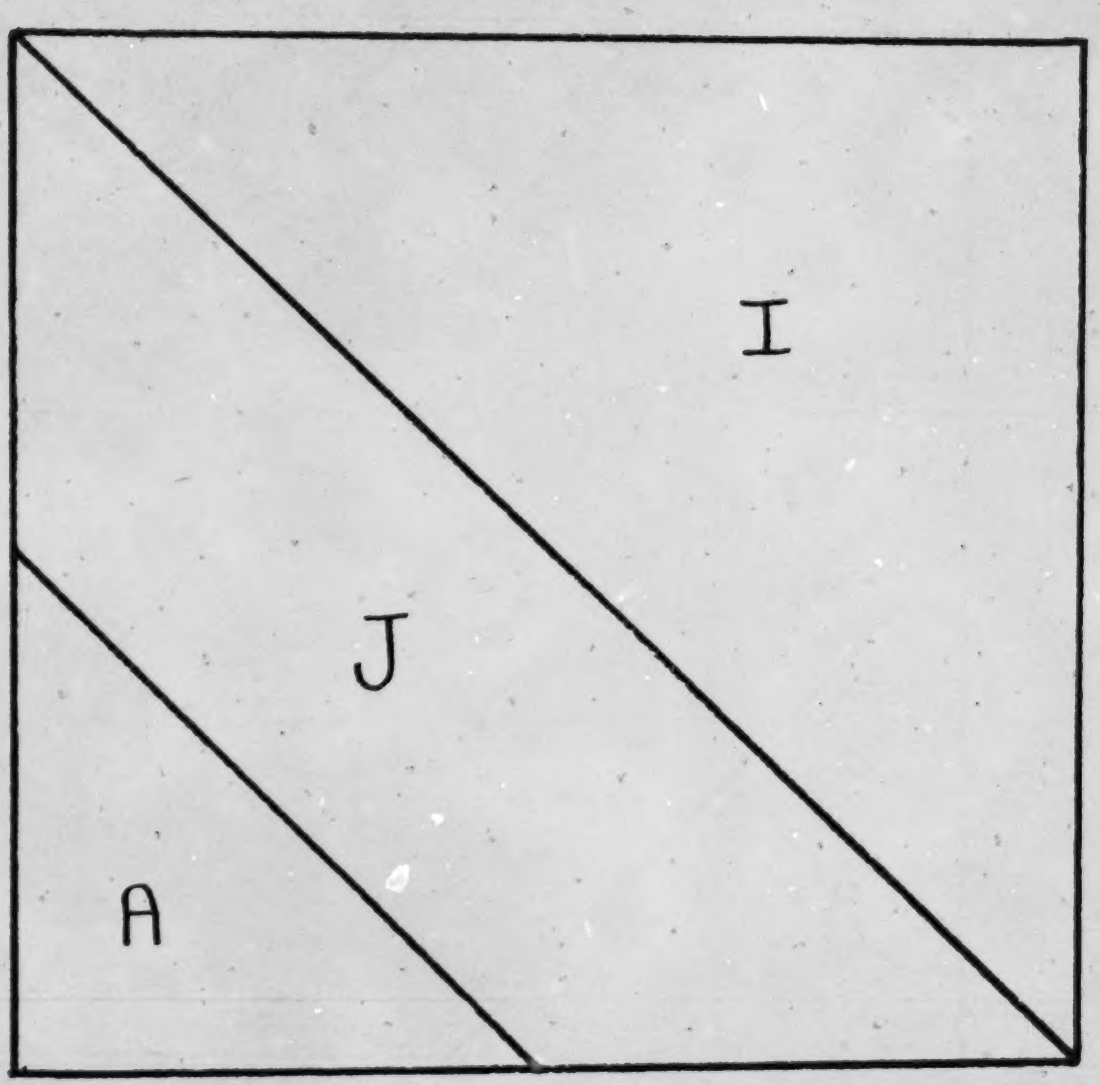
The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

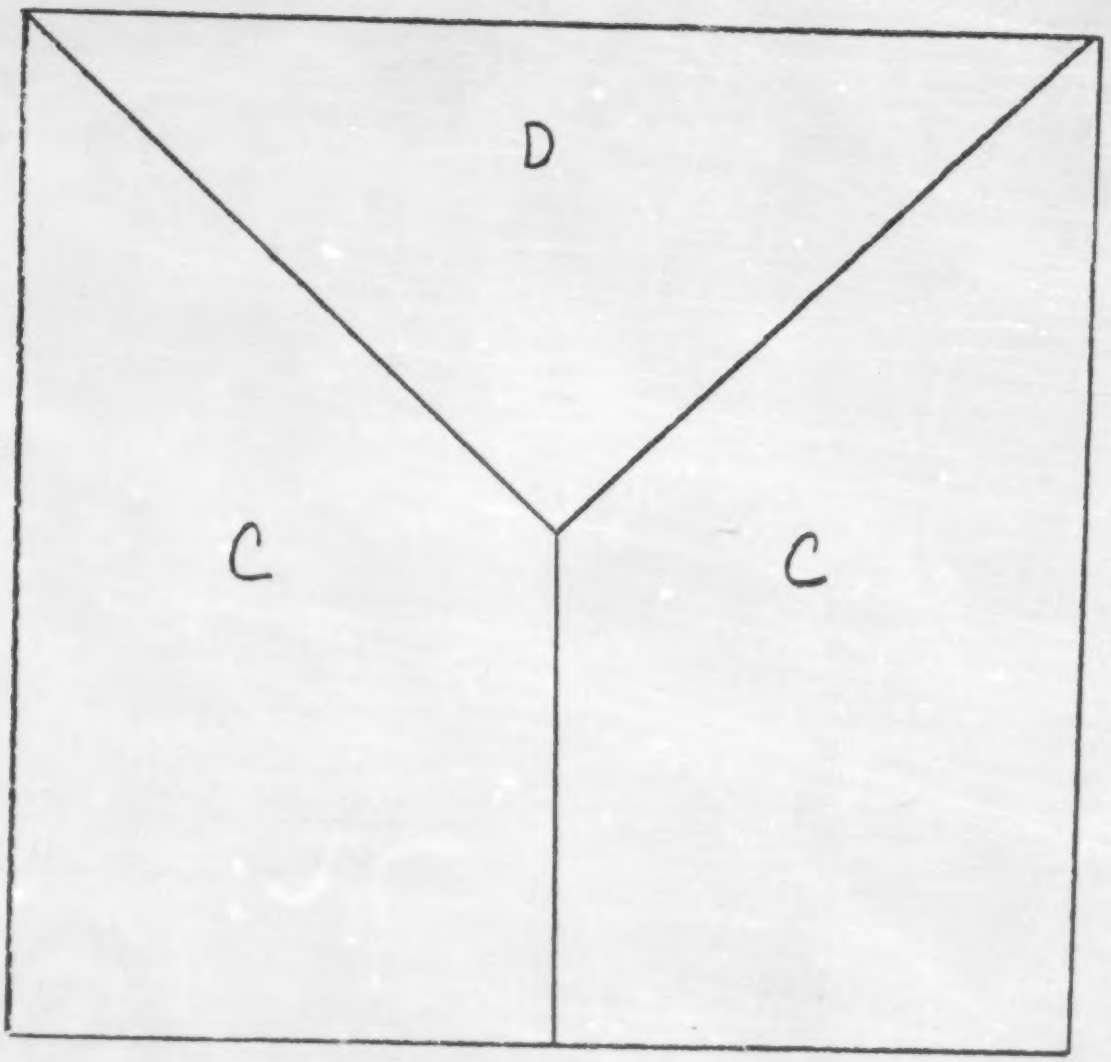
Label the five envelopes 1,2,3,4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I,H,E; 2 has A,A,A,C; 3 has A,J; 4 has D,F; and 5 has G,B,F,C.

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.




A
B
A


I
J
A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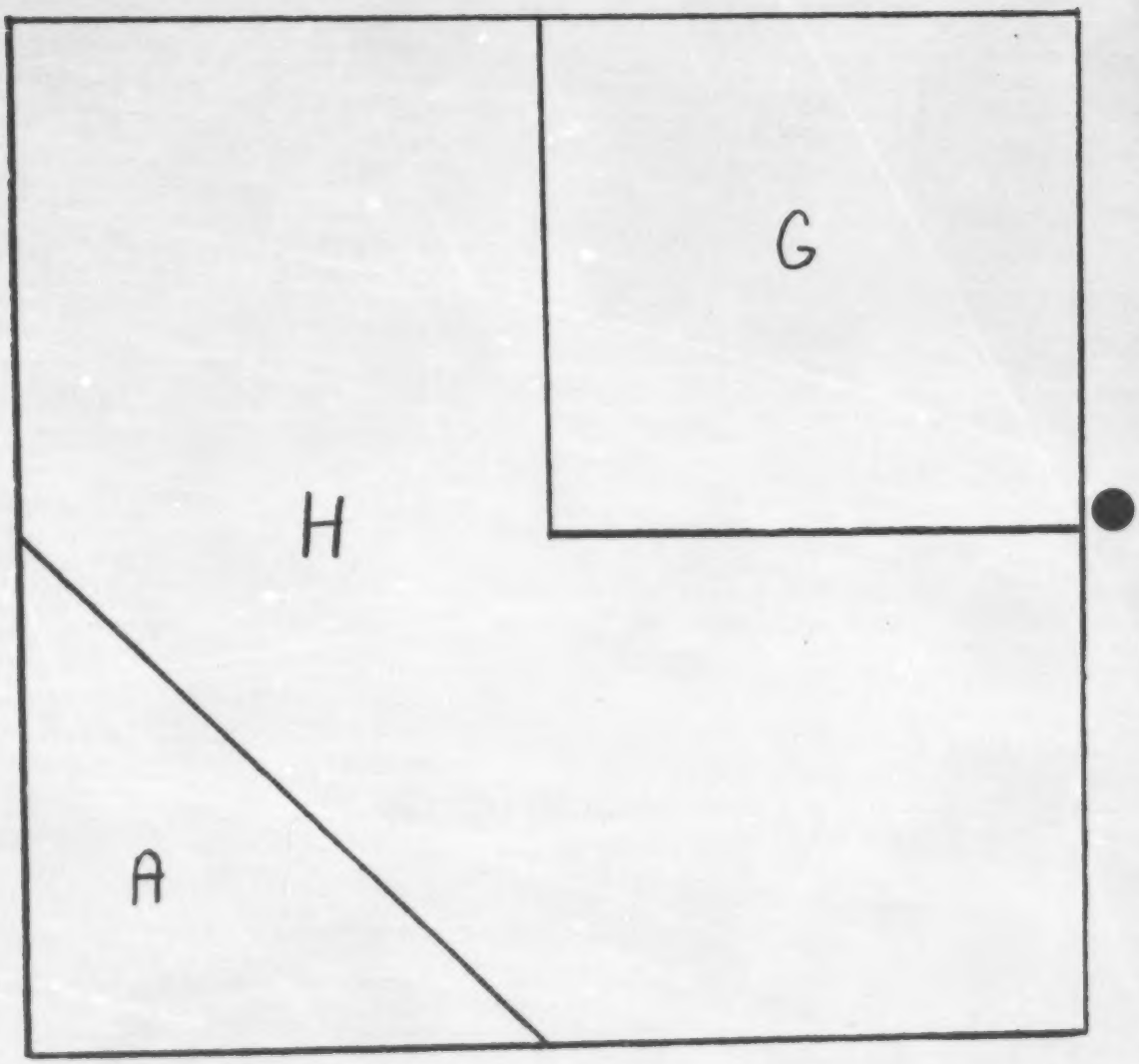
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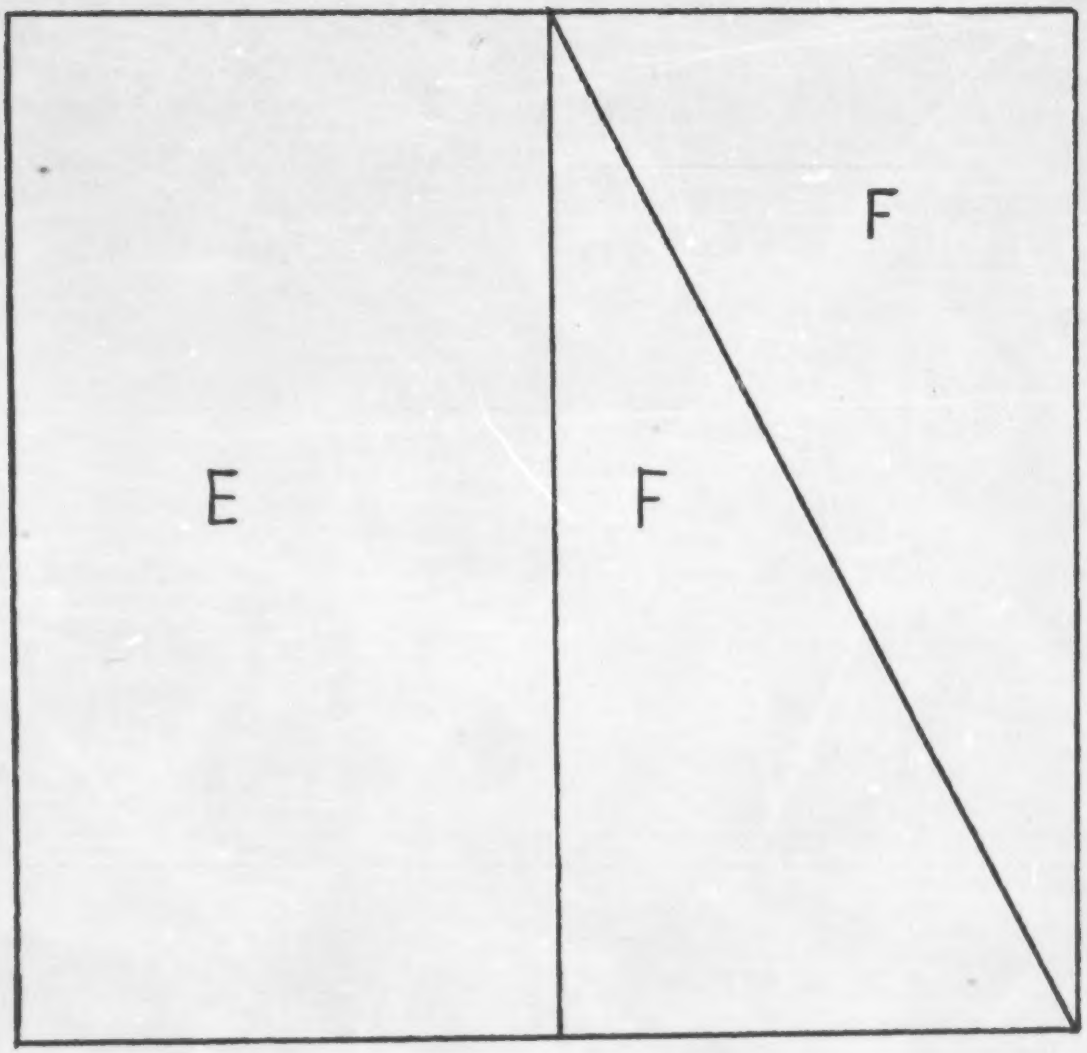
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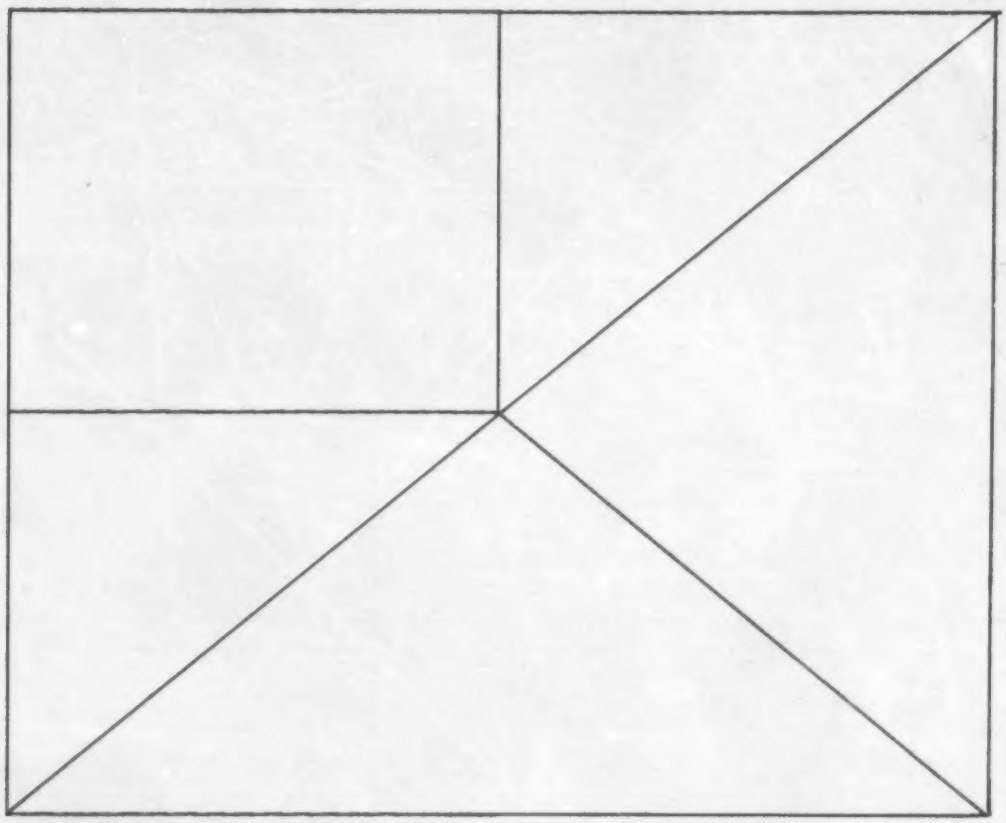
DIFFERENT ANGLES SQUARE

OBJECTIVE: To provide for the development of perception skills, for cooperation and socialization.

MATERIALS: Pieces of squares for each student or group of students placed in envelopes.

DIRECTIONS: Pass out envelopes for each student or group of students. Ask them to form a square from the pieces.



INTRODUCTION

Usually word recognition skills are thought of first when teaching reading. These skills are certainly basic for effective reading even though a competent reader uses many skills.

Many students have excellent understanding but cannot recognize words on a level with their comprehension. Their word recognition is such a laborious task that the line of thought is broken and content interrupted while trying to decode the unknown words.

New words should be learned and used enough to be added to the reader's sight vocabulary.

There are several techniques for learning new words. Students of high school age or older usually depend most on context clues. If the word is taken out of context or isolated, many poor readers have no other skills developed to help them understand. Other word recognition skills the reader needs to master are: (1) phonics, (2) syllabication, (3) sound-spelling patterns, (4) structural analysis, (5) association, and (6) picture clues.

The activities on the following pages are designed to help the students improve their skills of analyzing new words and learning their meanings so reading can become a more useful tool.

There are 16 parts in this section:

1. Hunting 4.075
2. VAKT Approach: Adapting a Clinical Method to the Classroom 4.076
3. Skill Cards 4.100
4. Treasure Hunt 4.101
5. Word Search Puzzle 4.104
6. Bingo 4.107
7. Wordo 4.111
8. I Know It 4.200

9.	Go Around the Board	4.300
10.	Bingo	4.301
11.	Dominoes	4.401
12.	Word Tic-Tac-Toe	4.403
13.	Old Maid	4.404
14.	Word Relay	4.430
15.	Word Search Puzzle	4.431

In the Hunting (4.075), Bingo (4.107) and (4.301), I Know It (4.200), and Word Tic-Tac-Toe (4.403) games, vocabulary building skills are developed. These activities are designed specifically to build and strengthen vocabulary.

VAKT (4076) is a process designed to help a student visually and physically learn a new word. In this activity the student traces a word with his finger until he can remember the word.

The Skill Cards (4.100) provide ideas in word attack skills.

Activities to help students with sight recognition and spelling reinforcement are Word Search Puzzle (4.104), Bingo (4.107), Wordo (4.111), I Know It (4,200), and Go Around the Board (4.300).

Sight and sound word recognition are taught in Dominoes (4.401), Old Maid (4.404), Word Relay (4.430), and Word Search Puzzle (4.431).

HUNTING

OBJECTIVE: To provide a review of special words from the sight vocabulary.

MATERIALS: Basic vocabulary words

DIRECTIONS: Pass out cards to all but one of the students. As soon as each student knows his word, s/he holds the card up so it can be seen by the others. When all the cards are in sight, the instructor pronounces a word held by one of the students. The student who has no card goes "hunting". If s/he can find the word, s/he may read it aloud and take it to his/her chair. The student whose card has been taken is now the new "hunter". (Courtesy should be stressed).

REFERENCE: Wagner, Guy and Max Hosier. Reading Games. New York. Macmillan Publishing Co., Inc., 1970.

VAKT* Approach: Adapting a Clinical Method to the Classroom

STAGE 1. --STUDENT LEARNS BY TRACING WORDS

A "language experience" word is written for the student with crayola on paper in plain blackboard-size script, or in print if manuscript writing is used. The student traces the word with finger contact, saying each part of the word as he traces it. He repeats this process as many times as necessary in order to write the word without looking at the copy. He writes the word once on scrap paper and then in his "story." After the story has been written by the student, it is typed for him and he reads it in print. After the story is finished, the student files the words under the proper letter in a word file.

Points to be Noted In Connection With Stage 1.

1. Finger contact is important in tracing, with no contact between letters.
2. The student should always write the word without looking at the copy.
3. The word should always be written as a unit. In case of error or interruption in writing the word, the student starts the word again and writes it as a whole.
4. Words should always be used in context.
5. No arbitrary limit can be set for the length of the tracing period.

STAGE 2. --SAME AS STAGE 1, EXCEPT THAT TRACING IS NO LONGER NECESSARY

After a certain period of tracing, the student should develop the ability to learn any new word by simply looking at the word in script. Adn then writing it without looking at the copy, saying each part of the word as he writes it.

Points To Be Noted In Connection With Stages 1 & 2.

1. The individual must say each part of the word either to himself or aloud as he traces it or as he writes it. DO NOT "SOUND OUT" in a manner which distorts the meaning.
2. Whatever the individual writes should be typed for him and read by him before too long an interval.
3. No simplification of material below the intelligence level of the student is needed. There is nothing to keep the student from writing any word that is a part of his spoken vocabulary.

STAGE 3. --SAME AS 2, EXCEPT THAT THE STUDENT SHOULD BE ABLE TO LEARN FROM THE PRINTED WORD, BY MERELY LOOKING AT IT AND SAYING IT TO HIMSELF BEFORE AND AS HE WRITES IT.

*Visual, Auditory, Kinesthetic, Tactile (VAKT) based on Fernald, G. M. Remedial Techniques in Basic School Subjects, New York, McGraw-Hill, 1973. See also Gentry, Larry A. "A Clinical Method in Classroom Success - Kinesthetic Teaching." The Reading Teacher, Dec. 1974, pp. 298-301.

STAGE 4. --ABILITY TO RECOGNIZE NEW WORDS FROM THEIR SIMILARITY TO WORDS OR PARTS OF WORDS HE HAS ALREADY LEARNED.

Note: This can be helpful in "Peer Tutoring" (e.g. when older students help younger ones) or the procedure can be used by parents and volunteer tutors.

SKILL CARDS

OBJECTIVE: To provide practice in word attack skills.

MATERIALS: Construction paper, newspapers, scissors, paste

DIRECTIONS: Take pieces of construction paper and print a word attack skill on each piece. Give each student one of these skill cards, some newspapers, scissors, and paste. Tell him to cut from the newspaper all the words he can find that fit the skill, then paste them on the card. Student cooperation is fine here. Each student should work on a different sound.

EXAMPLES:

SILENT E	
rate	pipe

CH SOUND	
chart	chin

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

TREASURE HUNT

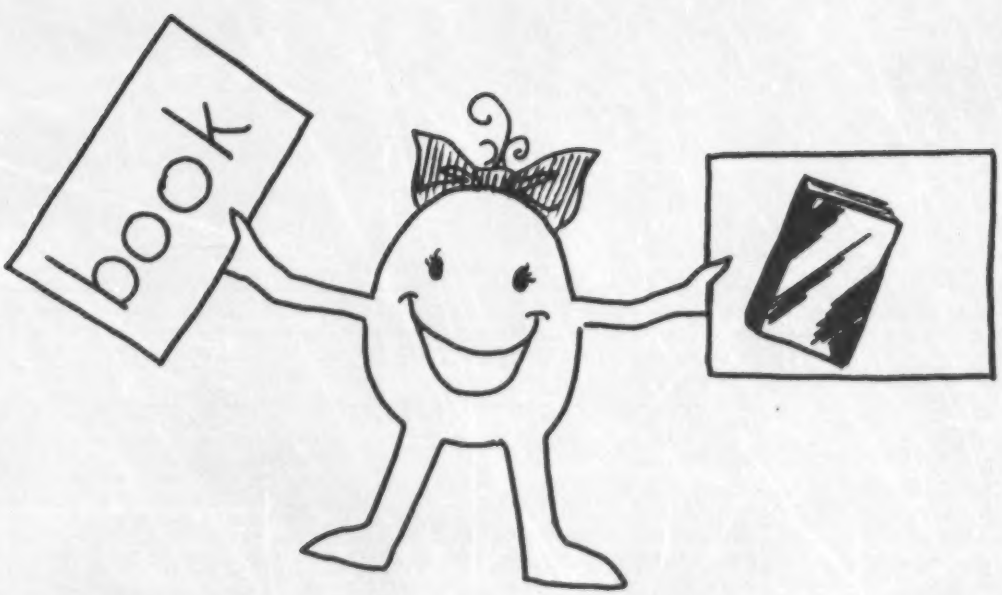
OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Small objects, pictures, and index cards.

DIRECTIONS: Fill a box with small objects, equipment, tools, and/or pictures cut from newspapers and magazines. Prepare index cards with words corresponding to each object or picture. Each student draws an object or picture from the box, then looks for the corresponding word card. The winner is the student with the largest number of correct word cards.

SAMPLE WORDS:

envelope	paper clip	index card
eraser	rubber band	pen
pencil	staple	tape
thumb tack	typewriter ribbon	



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WORDO

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Squares of paper, cards

DIRECTIONS: Take square pieces of paper and draw on them 25 blocks--5 across, 5 rows down. Print 25 vocabulary words at random in the 25 blocks (to save time, make a stencil of the divided paper and run off copies as you need them). Give each student a copy of the marked paper. Prepare a set of cards with the same words for the person who will call the game.

The caller reads each word aloud and spells it. Students cover each word with a small piece of cardboard as it is called. When a student has covered four words across, down, or diagonally, he wins, and cries "Wordo!" The winner can then be the caller for the next game (if he reads well enough).

W	O	R	D	O
bell hammer	piling	vibrator	typebar	skipping
space bar	pitch	rigid dog	right margin	paper guide
line lock	loose	free	keyboard	drop screw
crowding	draw band	bottom rail	bankup	alignment
bell	bichrome	center stop	front limit	keytop

VARIATIONS: word - picture
word - definitions
word - word
word and picture - definition example on the following page

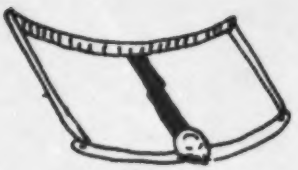
REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

ILLUSTRATIONS

Six O'clock Position

When the escapement plate is in the middle of pivot screws.

Typebar headrest

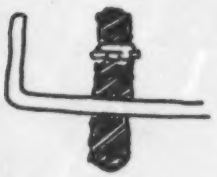


Where the typebar rests when not in use.

Typebar link

A wire-like link with a hook on each end.

Upper stops



Used to adjust motion.

Eccentric

Offset shoulder used for adjustment.

WORD SEARCH PUZZLE

OBJECTIVE: To provide practice in Word Recognition, Vocabulary, and Spelling Reinforcement.

MATERIALS: A duplicated sheet with the word search puzzle for each student.

DIRECTIONS: The following puzzle can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition.

On page 4.105 is a list of statements to help the students locate the words in the puzzle on page 4.106.

PARTS OF THE TYPEWRITER

Complete the questions and locate in the puzzle the following terms.

bell hammer	typebar	space bar	rigid dog
piling	skipping	pitch	right margin
vibrator			paper guide

1. Carriage movement of more than one space when only one space is desired. _____
2. Primarily used to get a blank space between words: located in front of the keylevers. _____
3. A movable metal stop, seated around the Margin Stop Rack. It limits the movement of the carriage to left. _____
4. Sometimes referred to as the stationary dog or the fixed dog; the upper part of the escapement plate which an escapement wheel tooth contacts when a typist lingers on keylevers or when a typebar is held at the printing point. _____
5. The number of characters and/or spaces per inch on a horizontal line. Indicates and is controlled by the number of teeth in the escapement parts. _____
6. Located on left side of paper table, used to guide the left edge of paper for straight insertion to the feed roll. _____
7. A thin, fork-shaped, metal part. Located behind and slides up and down on the type guide, carries and raises the ribbon to a specified height. _____
8. Those parts fitted and contained in the segment alots; the bar on which the type face is soldered, pivots on segment wire and carries the type face to the printing point on the paper. _____
9. Characters printing on top of one another. _____
10. Strikes against the bell causing it to ring. _____

See Activity Keys on Page 7.001

PUZZLE - PARTS OF THE TYPEWRITER

R I G H T M A R G I N T S R X O P N O

A P M O G W A P L P J F A L M N I M P

F T I I J S E O I F N A B O M A L Q B

S R C A E S L U S A S L L U I R I A C

T V I B R A T O R M G R W F P S N D F

T X T X N S R C D F G L L R A T G G M

Y R P X N O B R I G I D D O G M S S O

P E I R P N I T R Q B C D O N N X K P

E B T S B E L L H A M M E R P P O I Q

B T C T U W X Y Z N O P Q R T S M P S

A S H V S P A C E B A R O N T A T P T

R D D O X P B D F G F A P P S B A I U

P D N P O N L P A P E R G U I D E N V

Q C B S T L G T S A P P U T R D Z G W

R S T M A C D F G W L A P Q S C F Y X

See Activity Keys on Page 7.001

BINGO

OBJECTIVE: To learn names and/or uses of tools used in the various trades or professions.

MATERIALS:
A. Packets of sketches of tools for each student.
B. A Tool "Bingo" Card for each student.

DIRECTIONS: Instructor or "Caller" takes a group of flash cards with tool names and/or uses and displays them one at a time aloud. Students then cover the one area which best fits.

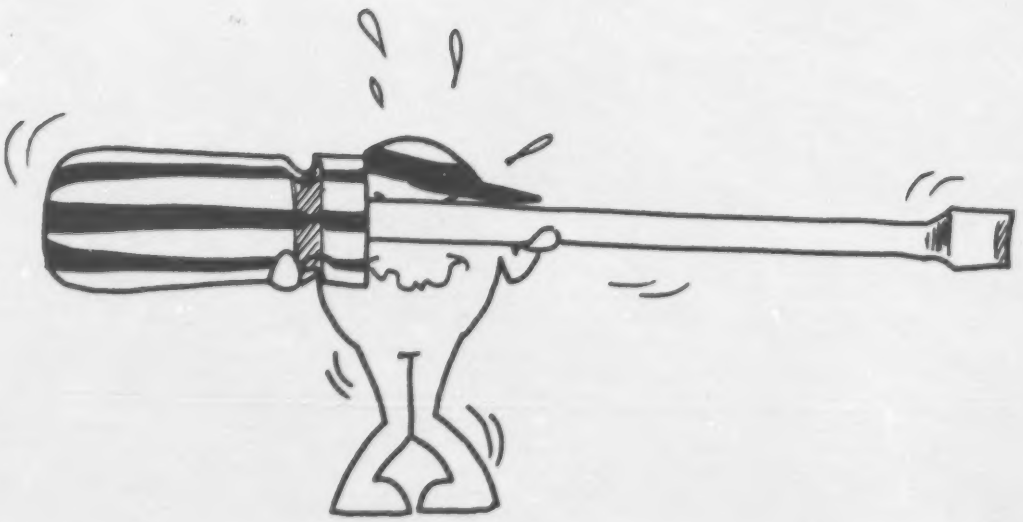
VARIATIONS:
I. Slides, photos or the actual tool may be shown.

II. A word description of the use of the tool or instrument may be given.

III. Cards may be used as an evaluation instrument. Students number from 1 to 12 on paper and write the name and/or use of the tool or instrument.

IV. Caller gives definition and students must cover the term or word.

V. Caller displays a picture of equipment with no word description; student must cover word or term.



BINGO CARD

B	I	N	G	O
bell hammer	piling	vibrator	typebar	skipping
space bar	pitch	rigid dog	right margin	paper guide
line lock	loose	FREE	keyboard	dropscrew
crawling	drawband	bottom rail	banking	alignment
bell	bichrome	center stop	front limit	keytop

BINGO - DEFINITIONS FOR CALLER

1. A movable metal stop on the escapement plate; an escapement wheel tooth is in contact with the loose dog while the typewriter is inactive.

2. A device used to lock the keylevers; prevents the keylevers from being depressed. Is mainly used for controlling the right margin.

3. A covering on the keylevers that the fingers contact when depressing a lever.

4. The systematic arrangement of the keylevers through which the typewriter is operated.

5. A stop that can be adjusted by forming into position the loose dog, flush with the face of the wheel. Tooth wheel in the inactive position.

6. A limit for the loose dog; adjusts to allow the carriage to move a specific distance on the upstroke of a typebar.

7. Strikes against the bell causing it to ring.

8. Fabric strip with metal clips at each end. Attached to the spring barrel and to the right carriage end. Connects the tension of the main spring to the carriage.

9. Characters in a line of writing that are printing very close to each other. Do not confuse this with alignment.

10. A long, flat, metal bar with teeth out in its forward edge. Attached to the side frames at each end. Contains a specified number of ball bearings and pinions.

11. An arresting (stopping) of the carriage in its left to right movement at a specific place determined by the setting of the left margin and the left margin adjusting screw.

12. A thin, fork-shaped metal part, located behind, and slides up and down on the type guide.

13. Those parts fitted and contained in the segment slots; the bar on which the type face is soldered.

14. Carriage movement of more than one space when only one space is desired.

15. Primarily used to get a blank space between words; located in front of the keylevers.

16. Sometimes referred to as the stationary dog or the fixed dog.

17. A movable metal stop, seated around the margin stop rack. It limits the movement of the carriage to the left.

18. Located on the right side of paper table, used to guide the left edge of paper for straight insertion to the feed roll.

19. The number of characters and/or spaces per inch on a horizontal line. Indicates and is controlled by the number of the teeth in the escapement parts.

20. Characters printing on top of one another.

21. A heavy piece of metal secured in the center stop bracket with a fulcrum screw and locking nut. Stops carriage from moving too far to the right of it.

22. Even impression of each character. Horizontal and vertical position of each character as related to every other character.

23. The ribbon position selector mechanism offering three distinct positions for the ribbon.

24. Mounted to the loose back with a screw; will ring several spaces before the right margin.

See Activity Keys on Page 7.001

I KNOW IT

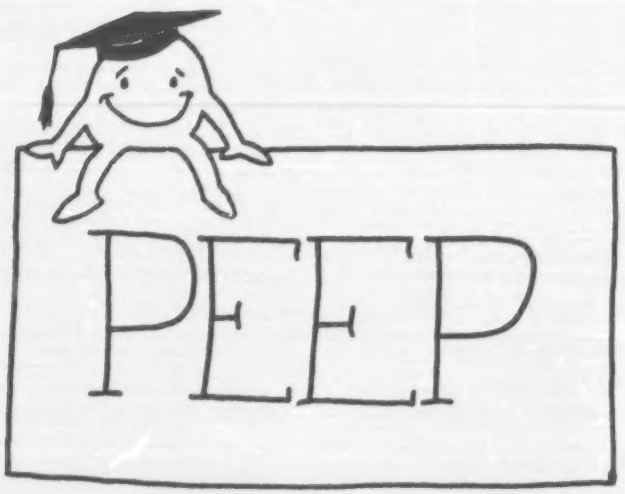
OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Index cards

DIRECTIONS: Print words on a set of index cards. Place them in a pile, face down, before two students. As each student draws a card he must read aloud the word printed on it. The person with the most cards wins. The meaning of the words can be part of the activity, also.

SAMPLE WORDS:

binder	bushhog	disc
twine	spreader	plow
baler	conditioner	planter
tractor	silo	sprayer
feeder	pruner	barn
mower	tiller	



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

GO AROUND THE BOARD

OBJECTIVE: To provide practice with sight vocabulary and further develop word-recognition skills.

MATERIALS: A rectangular piece of heavy paper, about one-foot square, with a 2-inch margin. The margin is divided into spaces in which words for practice are written; some of the spaces may be used for penalties or reward. A spinner for determining the number of spaces to be moved; a colored marker for each player.

DIRECTIONS: Each player, in turn, spins the arrow and moves clockwise the number of spaces indicated, starting with "Home Base". He reads the word that he "lands on". If he doesn't know the word, he returns to the original space until his next turn. The pupil first going all the way around to "Home Base" wins. (Phrases or sentences may also be used.)

<table>
<tr><td>MOVE AHEAD 3</td><td colspan="2">LATHE</td><td colspan="2">MOVE BACK 3</td><td>WISE</td><td>CHUCK</td></tr>
<tr><td>DIE</td><td colspan="5" rowspan="3"></td><td>BITS</td></tr>
<tr><td>SANDER</td><td>MOVE AHEAD 3</td></tr>
<tr><td>FILE</td><td>SHAPEN</td></tr>
<tr><td>HOME BASE</td><td>SAFETY</td><td>GOGGLES</td><td>MOVE BACK 2</td><td>JIG</td><td>MILL</td></tr>
</table>

REFERENCE: Wagner, Guy and Hosier, Max. Reading Games. New York. Macmillan Publishing Co., Inc., 1970.

BINGO

OBJECTIVE: To learn names and/or uses of tools used in the various trades or professions.

MATERIALS:
A. Packets of sketches of tools for each student.
B. A tool "Bingo" card for each student.

DIRECTIONS: Instructor or "Caller" takes a group of flash cards with tool names and/or uses and displays them one at a time aloud. Students then cover the one area which best fits.

VARIATIONS:

I. Slides, photos, or the actual tool may be shown.

II. A word description of the use of the tool or instrument may be given.

III. Cards may be used as an evaluation instrument. Students number from 1 to 9 on paper and write the name and/or use of the tool or instrument.

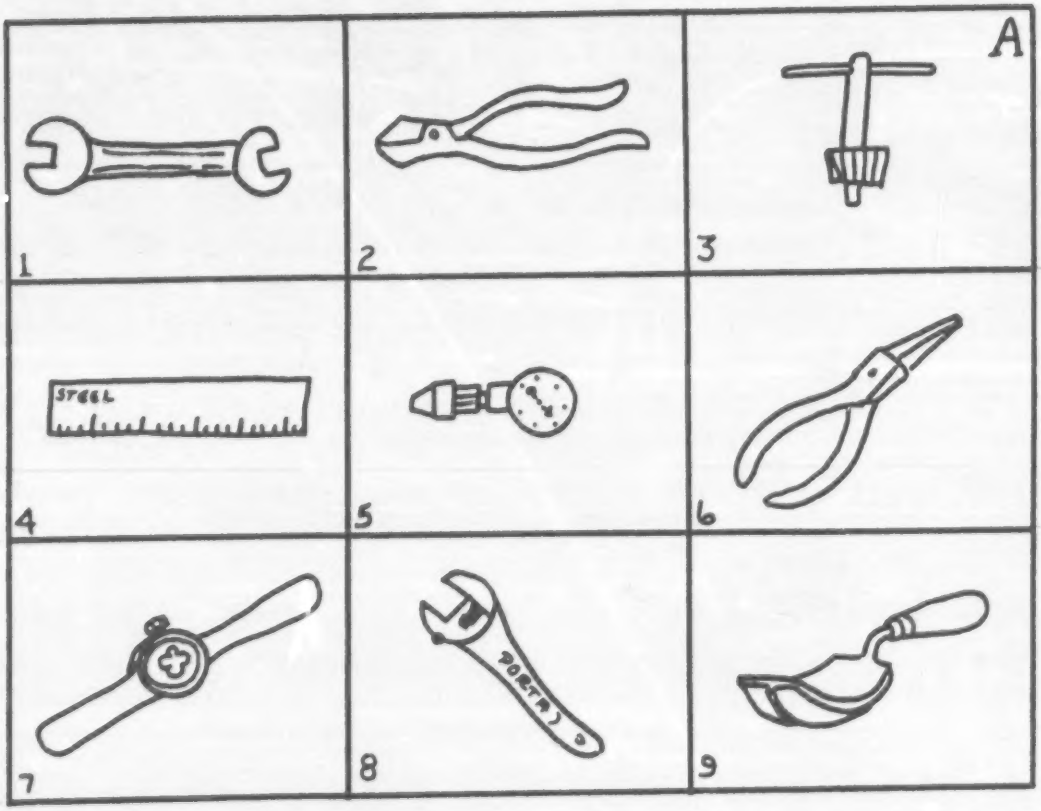
IV. Caller gives definition and students must cover the term or word.

V. Caller displays a picture of equipment with no word description; student must cover word or term.

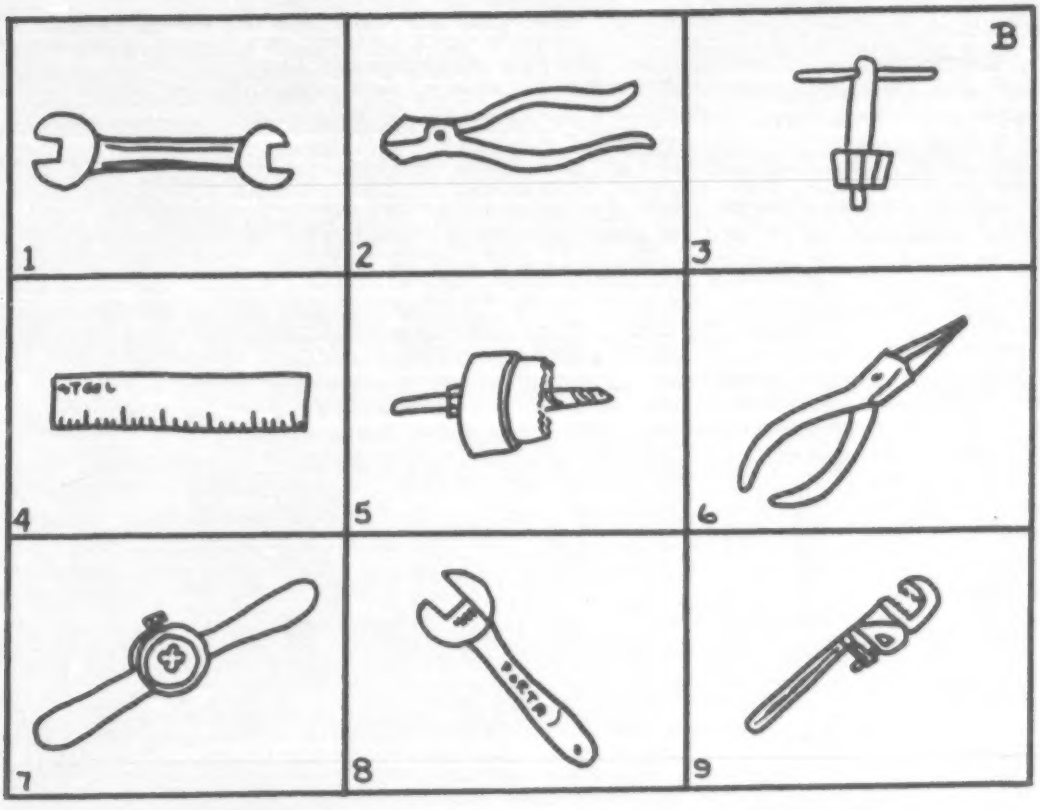
VI. Some students may need a card with only 9 squares, while more advanced students may use a card with 16 or 25 squares.

VII. The drawings on pages 4.304, 5.306, and 5.430 can be copied, cut, and bingo cards made with no two cards alike. If the drawing needs to be enlarged, place the sheet on an opaque projector or make a transparency and use the overhead projector.

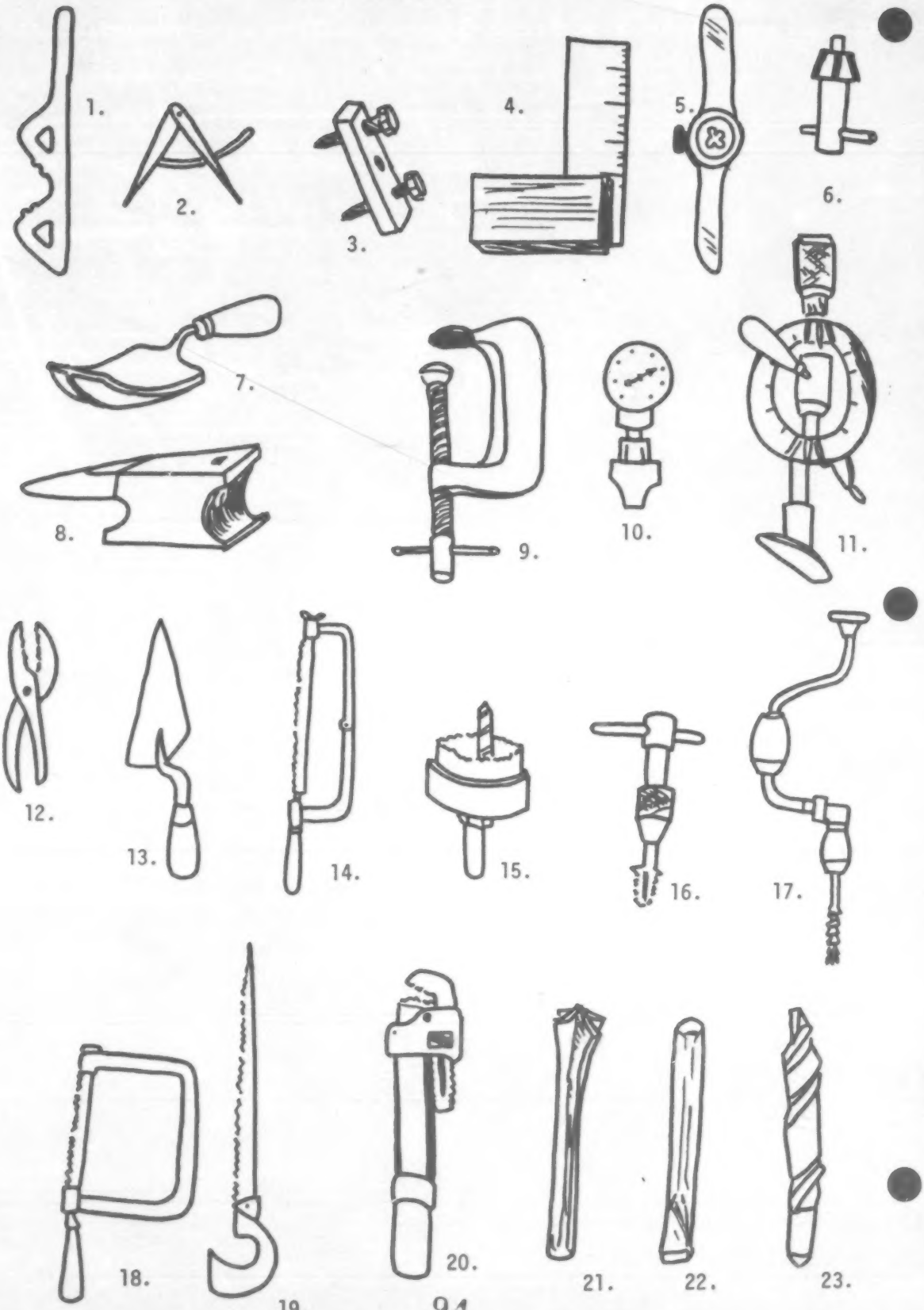
BINGO CARD - A



BINGO CARD - B



SAMPLE DRAWINGS



See Activity Keys on Page 7.001

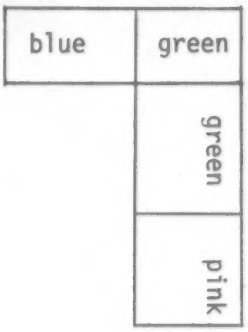
DOMINOES

OBJECTIVE: To provide practice with visual discrimination, and sight word skills.

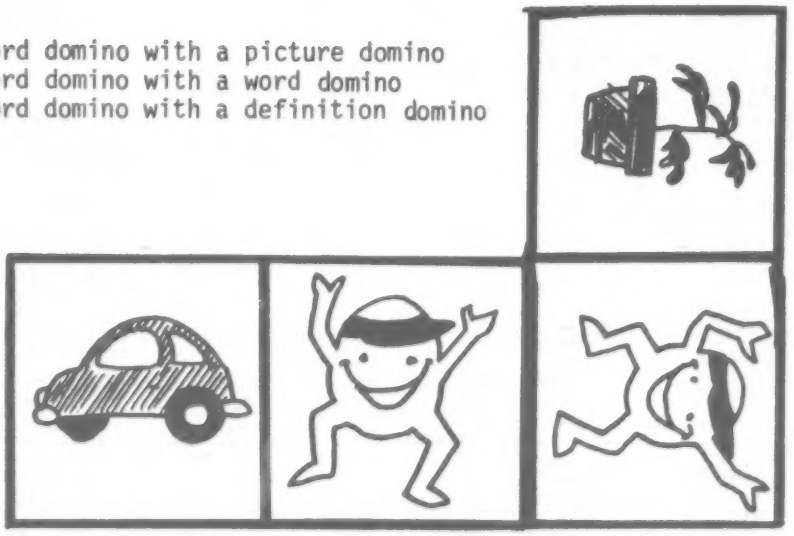
MATERIALS: Several sheets of stiff paper

DIRECTIONS: This game helps visual discrimination, sight word skills. Cut stiff paper into domino shapes. Print a word or paste a picture on each half of each domino. Be sure to have duplicates of each word and picture. The players match duplicate words or pictures, as in regular dominoes.

EXAMPLE: Color chart terms

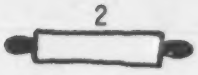


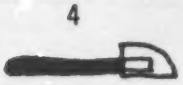
VARIATIONS: A word domino with a picture domino
A word domino with a word domino
A word domino with a definition domino

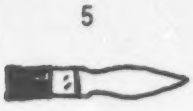


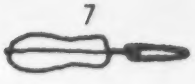
REFERENCE: TECHNIQUES For Teachers of Adults. Vol. XV, No. 4, January, 1975.

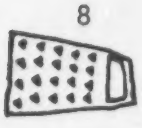
DOMINO ILLUSTRATIONS

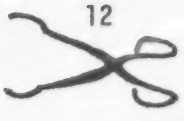


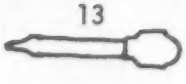


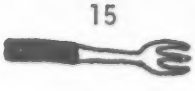


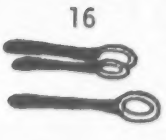


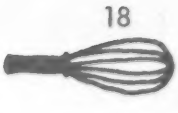


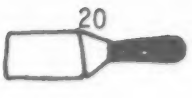












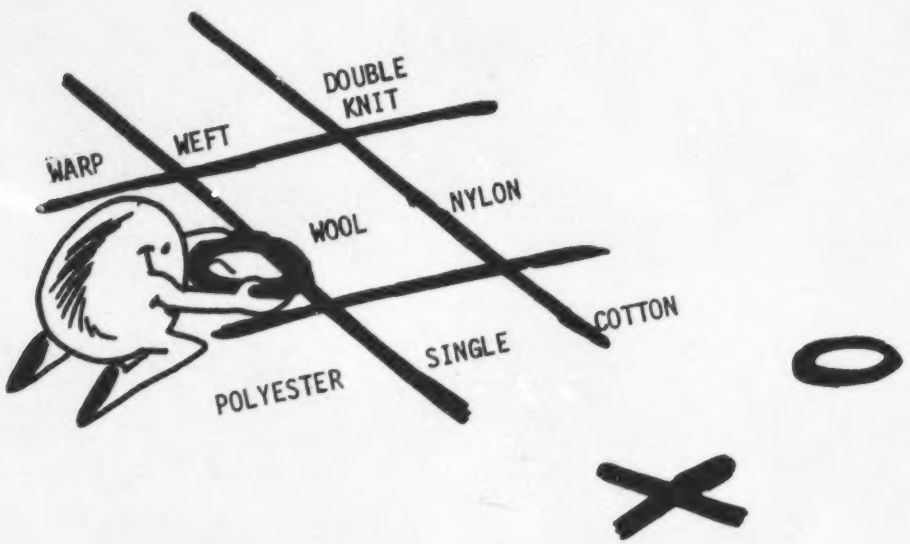
See Activity Keys on Page 7.001

WORD TIC-TAC-TOE

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, small pieces of paper

DIRECTIONS: On pieces of cardboard draw the familiar tic-tac-toe game (nine square). Instead of leaving each space blank, write a different word in each square. Small pieces of paper with X or O printed on them can be used for markers. Two students can then play tic-tac-toe, but cannot cover a space with a marker unless they can read the word. If many words are to be used, prepare a master sheet printed with nine squares and run off copies.



2 Students - 1 Questioner
Small marker for X - O

1. Lengthwise threads of fabric
2. Crosswise threads of fabric
3. Material made from fiber of sheep
4. Material made from a plant generally grown in the south
5. Highly elastic, very strong, synthetic material derived from coal, water, and air
6. Man-made fabric that won't wrinkle
7. Weaving and woven fabric
8. Fabric that looks the same on the back as on the front
9. Fabric that has loops on one side

See Activity Keys on Page 7.001

REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

OLD MAID

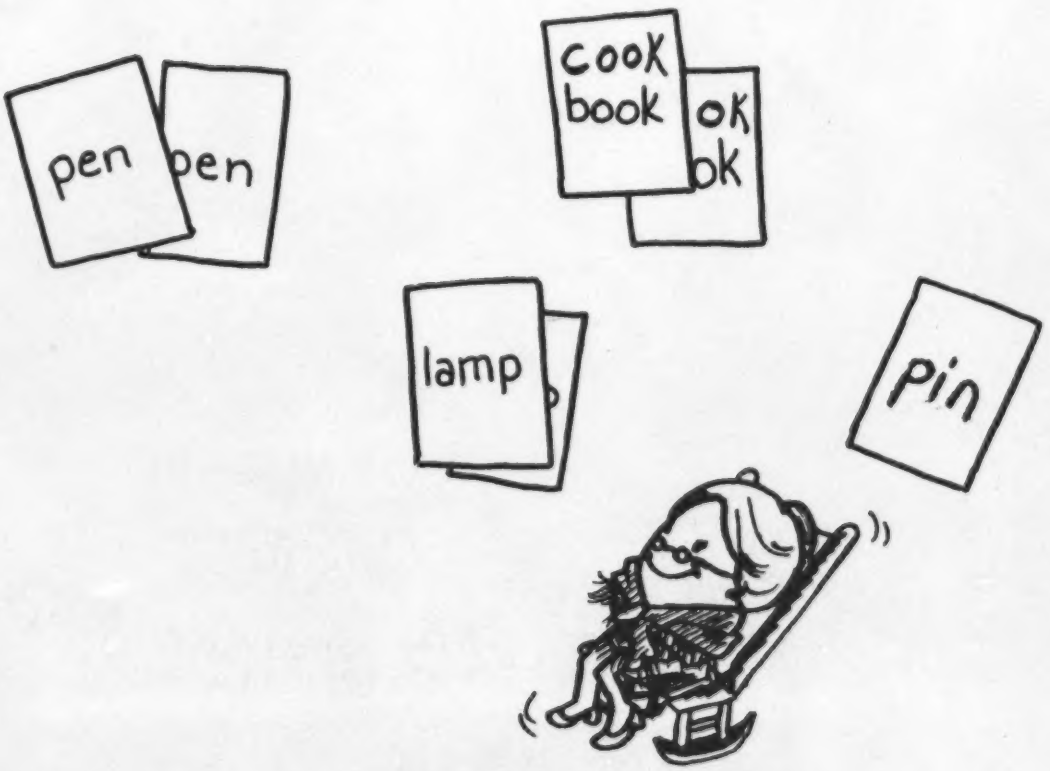
OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: 20 index cards

DIRECTIONS: Using index cards, make a deck of about 20 cards, plus one additional card for the Old Maid. At the top of each card, print one word. Make a duplicate card for each word, ten words in all. The Old Maid card is one unpaired word.

Deal out all the cards. Beginning with the person at the dealer's left, take turns drawing from the person to the right. As pairs are formed, the word is pronounced and the "book" placed on the table. Continue until all the cards are paired and one person is left with the Old Maid. The word on the Old Maid card may be changed frequently to prevent memorization.

VARIATIONS:
word - picture
word - definition
word - word
word and picture - definition



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WORD RELAY

OBJECTIVE: To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.

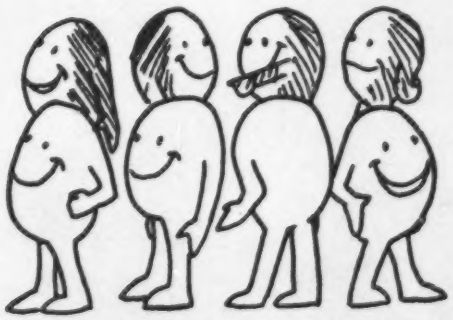
MATERIALS: 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.

DIRECTIONS: Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.

VARIATIONS: The instructor can indicate a word to find and at the signal each player finds his word and runs back so the next player can run, as in a relay.

SAMPLE WORDS:

chart	syringe	bandage
stethoscope	needle	gauze
thermometer	tape	disinfectant
catheter	basin	forceps
oxygen	stretcher	uniform
blood	wheelchair	speculum



WORD SEARCH PUZZLE

OBJECTIVE: To provide practice in Work Recognition, Vocabulary, and Spelling Reinforcement.

MATERIALS: A duplicated sheet with the work search puzzle for each student.

DIRECTIONS: The puzzle on the next page can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition and a brief definition.

On page 4.432 is a list of definitions and words to help the students locate the words in the puzzle on the bottom of page 4.432.

HEALTH

Fill in the blanks and locate in the puzzle the following terms.

external	prescribed	bandage
sterile	dosage	poison
antidote	replace	daily

drugs _____

covering for an injury _____

each day _____

amount of medicine to be taken _____

outside; on skin or surface of the body _____

ordered or written out _____

something that can be very dangerous to our body or health _____

put back _____

clean; without dirt or germs _____

E S T E R I L E B C P Q R D S T

X B A N T I D O T E R C F O E X

T X B O N T Q S T N E B C S D E

E O C X Z P L B D Q S S N A P T

R N R E P L A C E N C B Q G Q S

N Q F N T A C D E G R F N E P S

A Z G Z S M L K J C I A B T R N

L S X B R N T P S N B W X Z T S

X Z N S B O S Q R W E N O N R Q

B A N D A G E P S B D A D S T N

P O I S O N T X D A I L Y N S O

R A N Q S T N W N S R W B C A E

See Activity Keys on Page 7.001

INTRODUCTION

Vocabulary should head the list of critical factors to help those having trouble in reading. Word knowledge is basic for comprehension.

There is little value in being able to pronounce a word if its meaning is unknown. Along with word recognition must come word meaning.

Students who have mastered a wide and varied selection of words spend little time in analyzing individual meanings and more time in grouping ideas into meaningful units.

The terms used in this section may differ in various geographic locations. They are provided to impart a greater knowledge of words and terms associated with their technical fields.

There are 11 parts in this section:

1.	Charades	5.075
2.	Word Bank	5.076
3.	Ways to Use the "Language Experience" Approach	5.077
4.	Baseball	5.200
5.	Crossword Puzzle	5.300
6.	Match Game	5.302
7.	Find a Pair	5.303
8.	Naming Engine Parts	5.305
9.	Word Parcheesi	5.400
10.	Word Jumble Puzzle	5.401
11.	Find a Pair	5.430

In Charades (5.075), word cards are used for tool and word identification.

Word Bank (5.076) is a game used with posters to increase students' knowledge in words and engine nomenclature.

In Ways to Use the "Language Experience" Approach (5.077), the students can relate their experiences involving engines. These can be written on paper or cards.

Baseball (5.200) is used to involve students in retention skills.

Questions are asked pertaining to tools identification and engine parts and the student moves from base to base according to his answers.

The Crossword Puzzle (5.300) is used to involve students in missing words on engines and tools.

The Match Game (5.302) is used to provide comparison of tools and their uses.

Find a Pair (5.303) is a game for comparison of tools in industrial arts.

Naming Engine Parts (5.305) is to provide practical experience in identifying engine parts.

Word Parcheesi (5.400) is used to increase the students' ability to associate words with engines and tools.

Word Jumble Puzzle (5.401) is a sheet of paper provided with scrambled letters of engines and tools.

Find a Pair (5.430) is a game to compare the use of instruments and tools in health.

With the continued use of these games, a student will greatly improve his vocabulary and word comprehension in the technical fields.

CHARADES

OBJECTIVE: To provide practice in vocabulary skills.

MATERIALS: Word cards with names of pre-selected tools or vocabulary, (hammer, saw, nails, plane, glue)

DIRECTIONS: The class is divided into several groups. A student selects one card and in front of the group must act out the word without speech. The turn rotates from team to team and at the end of a pre-determined time, the team with the highest number of points wins.

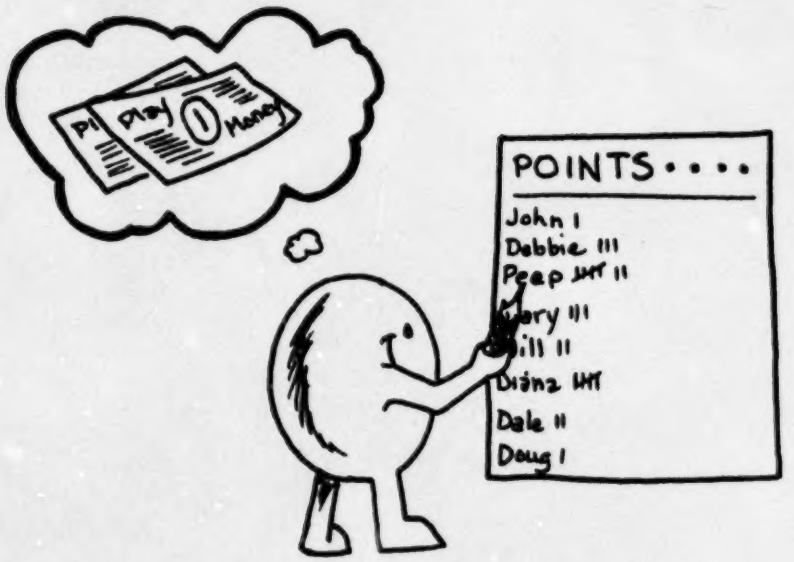
VARIATION: The class is divided into two teams. Team A selects a student. This student draws a card from a box and represents this term or piece of equipment. Each team alternately asks questions about the term or equipment. The student answers with yes, no, sometimes. The first team who gives the term or equipment receives one point. (The instructor then decides how the points will be used).

WORD BANK

OBJECTIVE: To develop student's vocabulary.

MATERIALS: Poster, play money, prizes

DIRECTIONS: This game--which builds vocabulary--involves poster, play money, and prizes. Students learn words from vocabulary lessons, with ten points given for every ten words learned. Play money is given for each one hundred words learned. Every four or six weeks an auction is held, during which students use their play money to bid for real prizes. (In one small town, local merchants donated prizes).



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

WAYS TO USE THE "LANGUAGE EXPERIENCE" APPROACH

OBJECTIVE: To provide practice in vocabulary development and comprehension skills.

MATERIALS: Paper, cards.

DIRECTIONS:

1. The student may re-tell a news item, describe his/her job or work, a "happening", a TV or sports story.
2. As the student tells the story, the instructor writes it in manuscript.
3. Pointing to individual words, the instructor reads the entire story to the student.
4. Pointing to words, the instructor reads a sentence; then the student reads that sentence also pointing to the words.
5. The student or instructor (whichever works best in any given situation) picks out the meaningful words in the story.
6. A word card (one-half or one-quarter of a 3x5 card) is written by the instructor for each of the words selected.
7. Reading each word, the student matches his/her word cards with mates in the story.
8. After the instructor or student mixes the cards, the student then reads the word cards independently. If s/he has trouble, s/he may again match the word cards with the story until s/he knows several of them. Be satisfied with a reasonable number of words learned--depending upon his/her ability.
9. If all goes well, the instructor may make word cards for the remaining words in the story. If it hasn't gone too smoothly, limit the teaching words to those few s/he has chosen.
10. The student may take his/her story and word cards home with him/her for practice.
11. The story is typed (or carefully written in manuscript if no typewriter is available), double-spaced, and in duplicate for the student to read the next time. S/he also makes up a set of word cards for him/herself using all the words in the story.

12. These word cards may become part of the student's vocabulary card-pack, to be reviewed at the instructor's discretion.

13. Phrase cards for word combinations occurring frequently may be prepared on later experience stories; e.g., I will go, it is, up here, went home, etc. A tape recorder can be used to facilitate this process. The group can also dictate one story.

My name is Peep.
I am a Worble.
Worbles are one
inch tall and live
all over. My job is
to help people
learn things.

SOURCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

BASEBALL

OBJECTIVE: To review subject matter already taught in class. This may be used as a screening device to determine pupils who may need remedial help in retention skills.

MATERIALS: List of questions to be asked of players.

DIRECTIONS: Divide the class into two teams. Place chairs in baseball diamond shape as illustrated. First player from team I starts at home plate (chair) and answers the question asked by the instructor. He then moves to first base (chair) if s/he answers correctly. The second player comes to bat at home plate. If s/he answers correctly then s/he moves to first base and the first player moves to second. The third player comes to bat and gets the next question (ball). If s/he answers correctly all players move on to the next base. When the first player gets home s/he has scored a point for team I. When the second player gets home s/he has scored another point. If a player misses a question it's called an "out" and no one moves ahead. When three "outs" are made, the top of the first inning is over and team 2 comes to bat. At the end of the playing time the scores are counted to determine the winning team.

SAMPLE QUESTIONS:
1. Name three plants of which we eat the roots.
2. Name 4 plants of which we eat the stalks.
3. Name 2 plants of which we eat the leaves.
4. Name 4 animal products we eat, not including meat.
5. Name two animals we use for pleasure.
6. Name an agricultural product we use for fuel.
7. Name an agricultural product we use for clothing.
8. Name an illegal agricultural product.

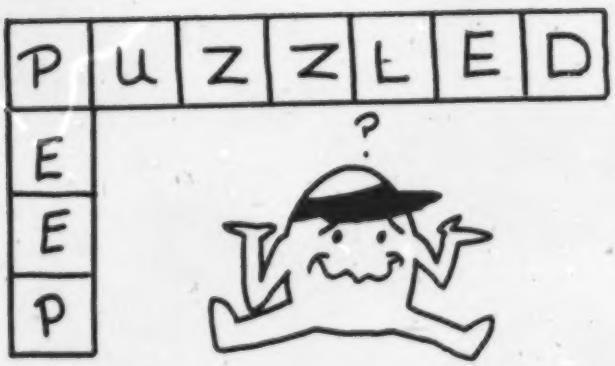
See Activity Keys on Page 7.001

CROSSWORD PUZZLE

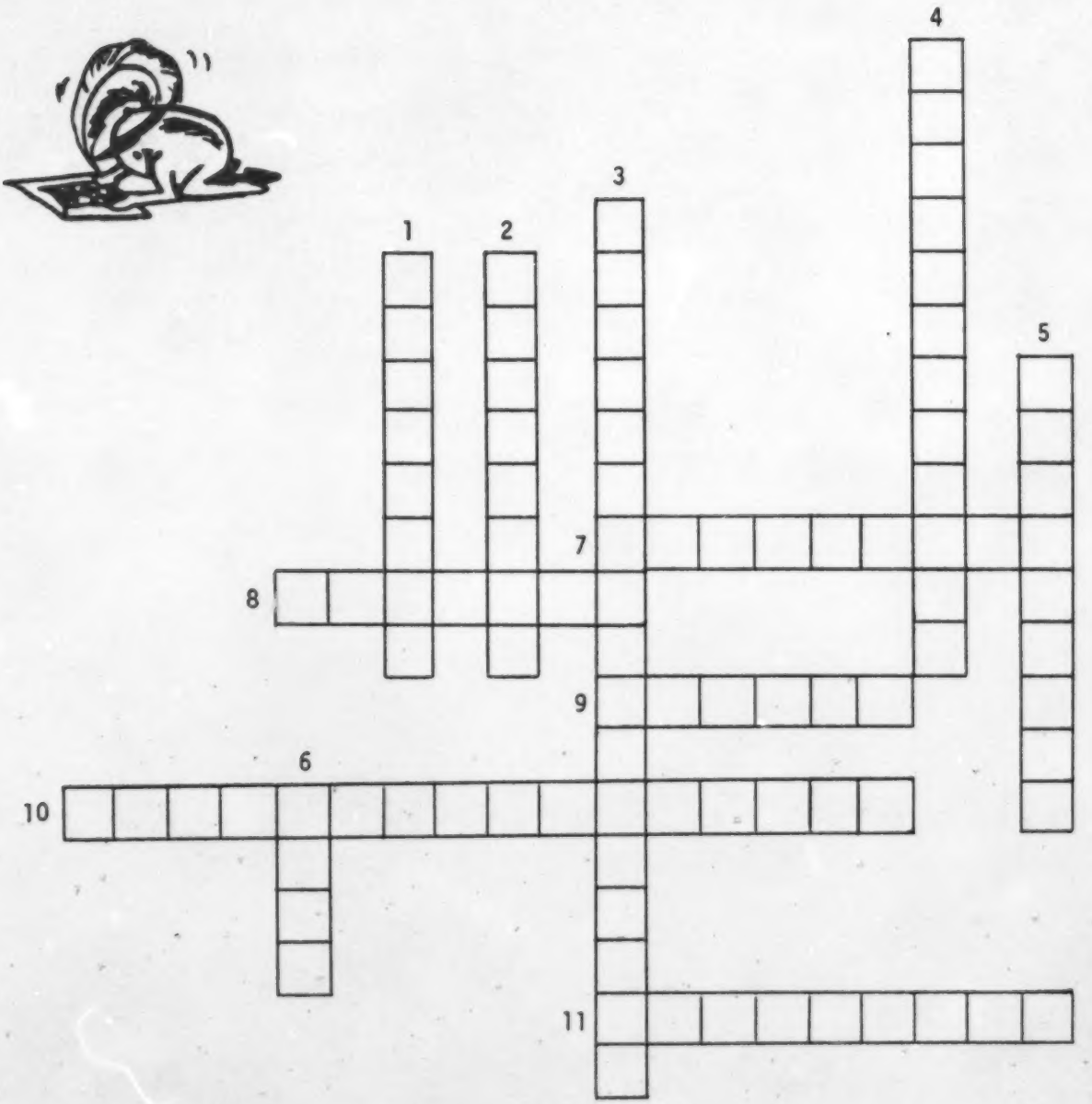
OBJECTIVE: To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.

MATERIALS: A duplicated sheet with the crossword diagram for each student.

DIRECTIONS: Give each student a dittoed sheet of paper with a crossword diagram and a list of questions. The bottom portion of this puzzle lists the descriptive clues. Students find the answers through individual research, then fit the answers into the puzzle. When a number of students have completed the puzzle, ask one of them to put it on the chalkboard, then discuss each answer with the class. This type of puzzle can be used as a launching pad for class discussions and has the added virtue of giving the slower students a sense of accomplishment. The completed crossword puzzle also serves as a ready-made study guide for the student.



CROSSWORD PUZZLE



DOWN

1. A joining together
2. Used to contain gases
3. Used to tighten fittings
4. Shortened name for gas welding process
5. Something omitted
6. Tight

ACROSS

7. Gas composed of carbon and hydrogen
8. Part or thing being united
9. Passage for letting something out
10. Correct name for crescent wrench
11. Color used to identify

See Activity Keys on Page 7.001

MATCH GAME

OBJECTIVE: To provide practice in learning the use of tools.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Statements 1 to 11 refer to the tools shown to the right. Examine the statements and then select the proper tool to be used for the operation given.

___ 1. Drilling a 7/8 inch hole in a brick wall

___ 2. Tightening a water pipe coupling

___ 3. Cutting a 1/2 inch stranded steel cable

___ 4. Tightening a lock nut on a surface mounted outlet box

___ 5. Doing scroll work on wood

___ 6. Rounding a hole in sheet metal

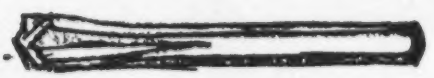
___ 7. Chipping off the corner of a brick

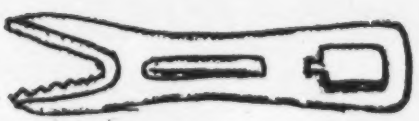
___ 8. Making a hole in a door for a cylinder lock.

___ 9. Making a hole to tap a thread in a steel block

A

B

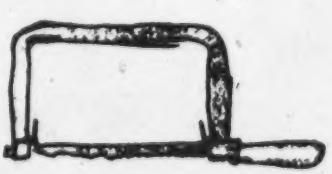
C 

D 

E

F

G

H 

I

VARIATIONS:

Term vs. definition
Term vs. picture
Picture vs. relating picture

See Activity Keys on Page 7.001

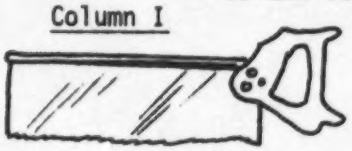
FIND A PAIR

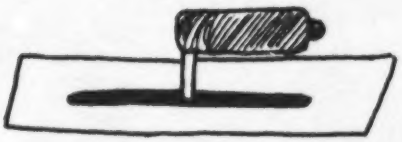
OBJECTIVE: To provide practice in determining the use of tools.

MATERIALS: A duplicated sheet for each student

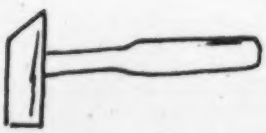
DIRECTIONS: Draw a line from a picture in Column I to the picture in Column II that it matches.

Column I

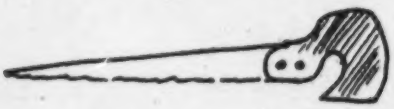
1. 

2. 

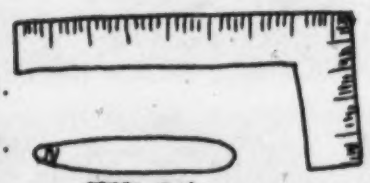
3.

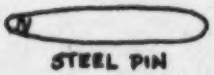
4. 

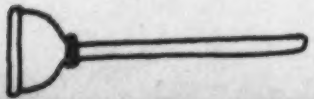
5.

6. 

7.

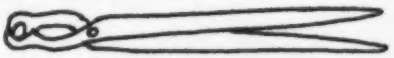
8. 

9. 

10. 

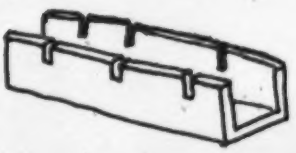
Column II

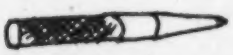
A.

B. 

C.

D.

E. 

F. 

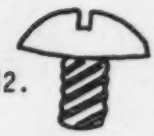
G.

H.

J.

See Activity Keys
on Page 7.001

11.

12. 

13.

14.

K.

L.

M.

N.

See Activity Keys on Page 7.001

NAMING ENGINE PARTS

OBJECTIVE: To provide practice in naming engine parts.

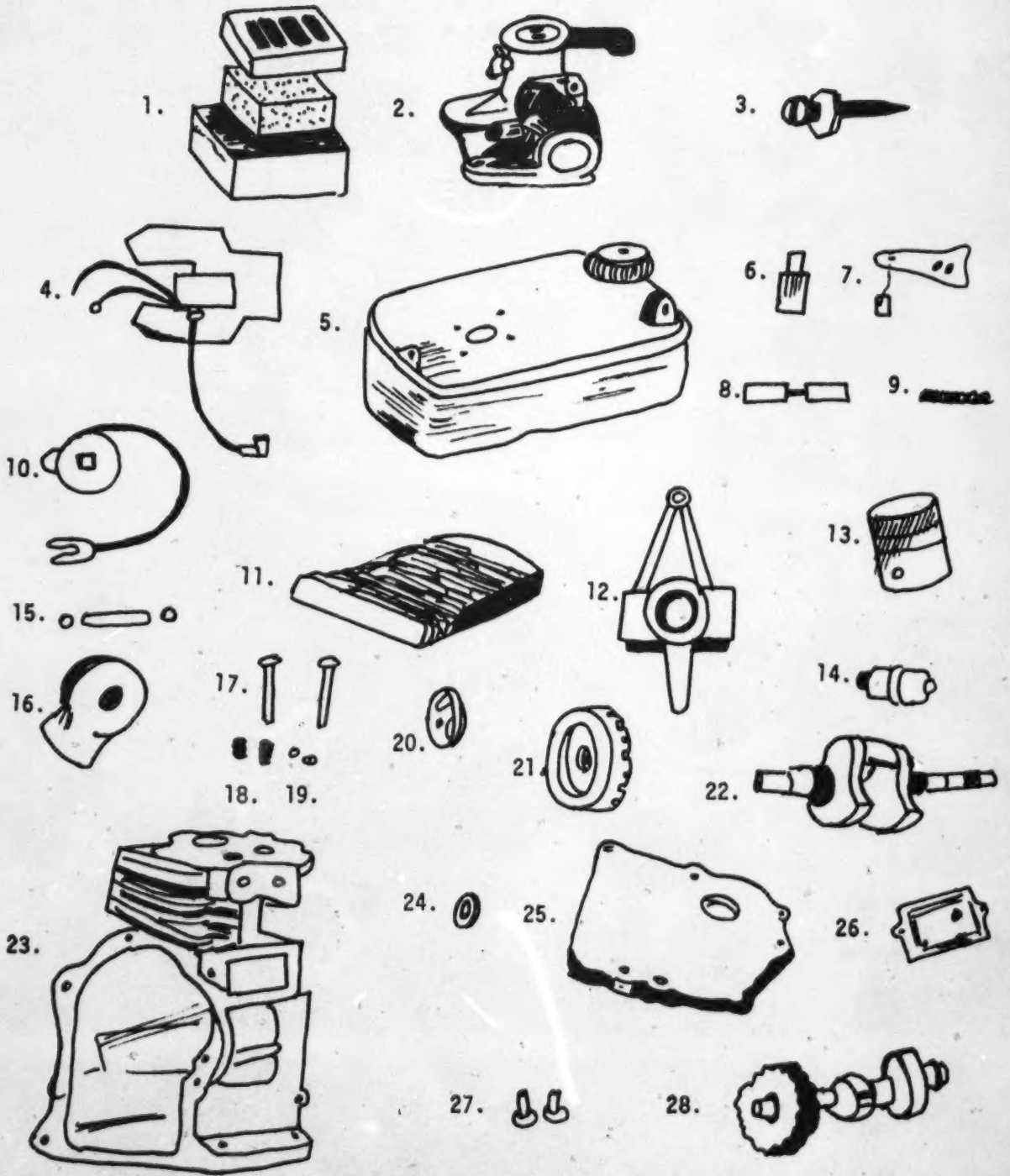
MATERIALS: A duplicated sheet for each student

DIRECTIONS: Name the engine parts from the following page on the lines below.

1. 15.
2. 16.
3. 17.
4. 18.
5. 19.
6. 20.
7. 21.
8. 22.
9. 23.
10. 24.
11. 25.
12. 26.
13. 27.
14. 28.

See Activity Keys on Page 7.001

CAN YOU NAME THESE ENGINE PARTS?



WORD PARCHEESI

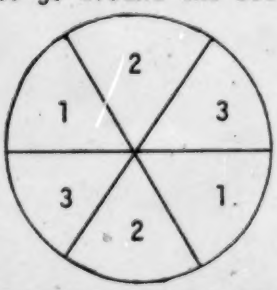
OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Posterboard, chips

DIRECTIONS: Take a large piece of stiff rectangular paper and make a two-inch margin around the edge. Divide that margin into spaces and in each space write a word, initial sound, or blend. Corner spaces can be used for penalties or rewards. Example: Move back four spaces, take another turn, etc.

<table>
<tr><td>Go Forward 2 Spaces</td><td>Semi Automatic</td><td>Automatic</td><td>Disinfectant</td><td>Calculate Cost</td><td>Go Back 2 Spaces</td></tr>
<tr><td>Operator</td><td colspan="4" rowspan="7">Make a disk with numbers and an arrow.

The student spins the arrow and moves the number of spaces indicated. He must read each word or sound as he moves to each space. He must read and <u>define</u> all the words. If he cannot, he must go back to the previous move. The first student to go around the board wins.

 
</td><td>Pre-Spot</td></tr>
<tr><td>Efficiently</td><td>Construction</td></tr>
<tr><td>Detergent</td><td>Operating Manual</td></tr>
<tr><td>Natural Fibers</td><td>Temperature</td></tr>
<tr><td>Chlorine Bleach</td><td>Semi Automatic</td></tr>
<tr><td>Instruction Book</td><td>Synthetic Material</td></tr>
<tr><td>Go Back 2 Spaces</td><td>Fiber Content</td><td>Whiteners</td><td>Natural Fibers</td><td>Automatic</td><td>S T A R T</td></tr>
</table>

REFERENCE: <u>TECHNIQUES for Teachers of Adults</u>. Vol. XV, No. 4, January, 1975.

WORD JUMBLE PUZZLE

OBJECTIVE: To provide practice in vocabulary building and spelling.

MATERIALS: A duplicated sheet with the word jumble for each student

DIRECTIONS: Unscramble the letters and find the words having to do with designing an article of clothing.

Unscramble these words:

1. M E E T R N E D I
   T 2 3 4 5 6 7 8 9

2. R S I S E C E S C A O
   10 11 12 13 14 15 16 17 18 19 20

3. G I D S E N
   21 22 23 24 25 26

4. I L C E T A R
   27 28 29 30 31 32 33

5. N E C R F O
   34 35 36 37 38 39

6. T S E H C K
   40 41 42 43 44 45

Make 2 words by filling in the appropriate letter that corresponds to its number.

8 25 13 9 21 6 12 34 21 44 28 20 4 43 7 17

See Activity Keys on Page 7.001

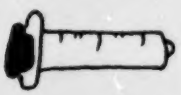
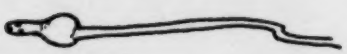
FIND A PAIR

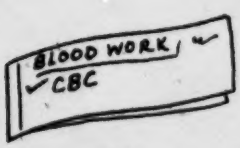
OBJECTIVE: To provide practice in determining the use of tools.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Draw a line from a picture in Column I to the picture in Column II that it matches.

Column I

1.
2. 
3. 
4.

5.
6. 

7.
8.
9.

10.

Column II

A.
B.
C.
D.
E.
F.
G.
H.
I.

J.

See Activity Keys on Page 7.001

INTRODUCTION

Failure in reading because of comprehension deficiencies is a source of concern for teachers and school administrators at all school levels. In some instances these skills are most difficult and time consuming to teach.

Sometimes students do not realize that failure to comprehend is a reading problem because so much emphasis is placed on word recognition. Many students consider reading just the ability to pronounce words. They need to realize that pronouncing words will do little good if comprehension is lacking.

Experts do not agree on exactly what constitutes comprehension, but for our purposes we list the following as the most practical comprehension skills.

1. Understanding words
2. Locating facts and ideas
3. Retaining and relating facts and information
4. Understanding and interpreting information
5. Organizing and expressing ideas

This section is concerned with giving suggestions on activities that will develop areas of comprehension in an interesting and practical way. Hopefully, teachers can readily adapt the activities in accordance with their particular subject matter and classroom environment.

There are 15 parts in this section:

1.	What Is Missing?	6.073
2.	Fill It Up!	6.074
3.	You Don't Say	6.075
4.	Understanding What is Read	6.076
5.	Following Directions	6.078
6.	Brain Teasers	6.080
7.	Riddles	6.081
8.	Sentence or Phrase Building for Meaning	6.200
9.	How to Use the Maze Procedure to Assess and Monitor Comprehension	6.201

10.	Match Game	6.300
11.	Match Game	6.400
12.	Word Clue	6.401
13.	Concentration	6.431
14.	Cloze Inventory and Maze	6.500
15.	Cloze Inventory - Used to Assess Difficulty Level	6.501

What Is Missing? (6.073) provides students the chance to improve their visual discrimination and memory. Several common objects are placed on a table. A designated student leaves the room and one object is removed. The student returns and determines which object is missing.

Fill It Up! (6.074), Sentence or Phrase Building For Meaning (6.200), and Concentration (6.431) may be used to provide practice in vocabulary building. Fill It Up! teaches homonyms, synonyms, and antonyms with the students spinning a dial and drawing a card. The dial is marked with homonyms, synonyms, and antonyms. The cards have vocabulary terms and the student must give a new word according to the dial. Sentence or Phrase Building For Meaning is played by giving students envelopes containing from four to ten word cards each. These cards make a sentence or definition when arranged in order that defines a single term or word is written on the outside of the envelope.

How to Use the Maze Procedure to Assess and Monitor Comprehension (6.201) and Cloze Inventory and Maze (6.500) are used to assess the student's ability in reading certain materials. In How to Use the Maze Procedure to Assess and Monitor Comprehension the student chooses one of three words that will make the sentence or phrase make sense. In the Cloze Inventory and Maze the student fills in a blank that has been left out from a selected sample of the reading material.

Word Clue (6.401) You Don't Say (6.075), and The Match Game (6.300) are designed for guessing or choosing the right answer through clues. Word Clue stimulates thinking while learning about foods. The Match Game

may be used to help the student make the association between tools. You Don't Say is designed to help the student identify a famous person.

Concentration (6.431) is a card game. Duplicate sets of cards are turned face down and each player draws one from each set to match words for pairs. Continue until all cards are turned over.

Understanding What Is Read (6.076), Following Directions (6.078), and Can You Follow Directions (6.079) may be used to provide practice in listening, reading carefully, and following directions. Understanding What Is Read gives the student directions to make a design by using a ruler and connecting dots and drawing lines as directed. Following Directions directs the student to drop certain vowels from a word, reverse certain letters, drop certain silent letters, etc. The letters remaining will spell out a word or phrase. Can You Follow Directions gives the student twenty-four directions. If the student does what he reads, he will only write his name on the paper.

Brain Teasers (6.080) and Riddles (6.081) may be used to stimulate thinking and create interest. The teasers and riddles cover a wide range of subject matter. Some students may find the riddle exercise very frustrating.

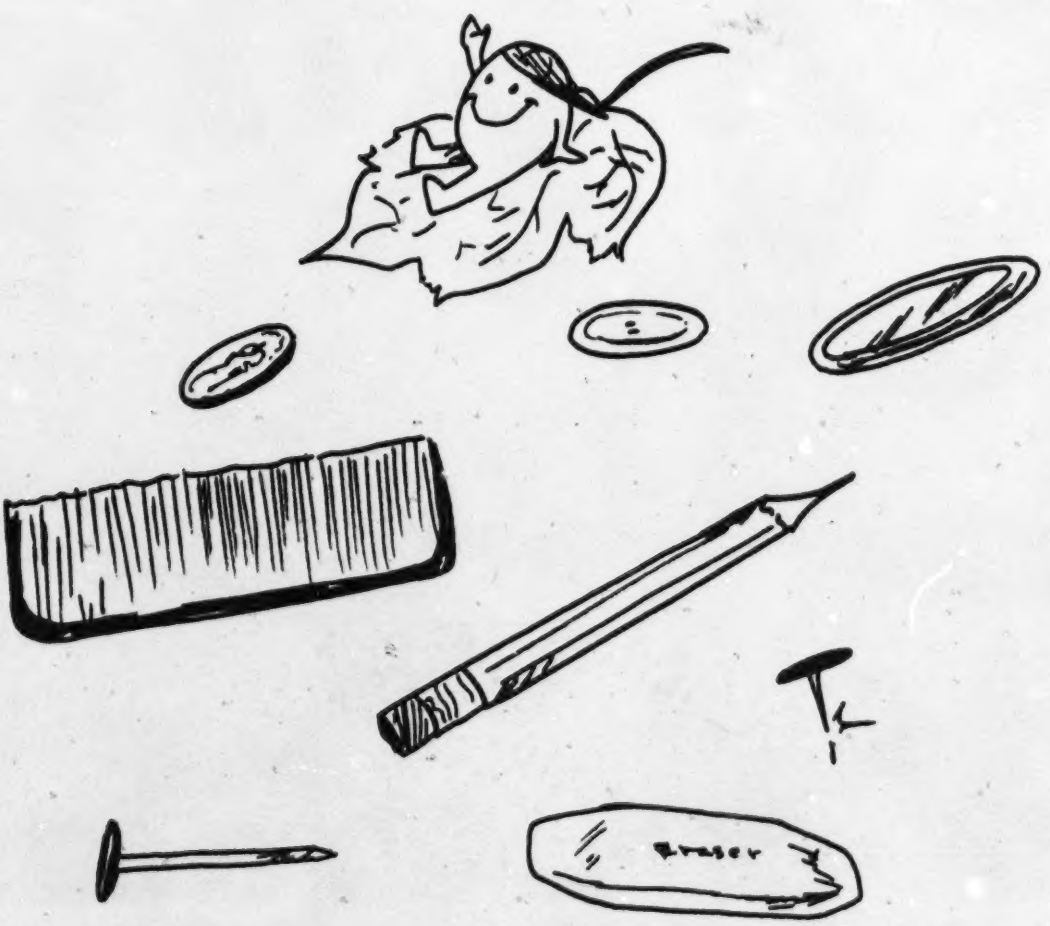
WHAT IS MISSING?

OBJECTIVE: To develop visual discrimination and memory.

MATERIALS: Several common objects for each prevocational/vocational area, such as:

wrench	buttons	adding machine tape	seeds
screwdriver	needles	typewriter ribbon	hammer
sandpaper	pins	correction fluid	nails
plane	thread	stylus	brick

DIRECTIONS: These objects are placed on a table. The students have an opportunity to see them. One student is designated to leave the room. One object is taken from the table. The student returns and determines which object is missing.



FILL IT UP!

OBJECTIVE: To provide practice in teaching homonyms, synonyms, and antonyms and vocabulary building.

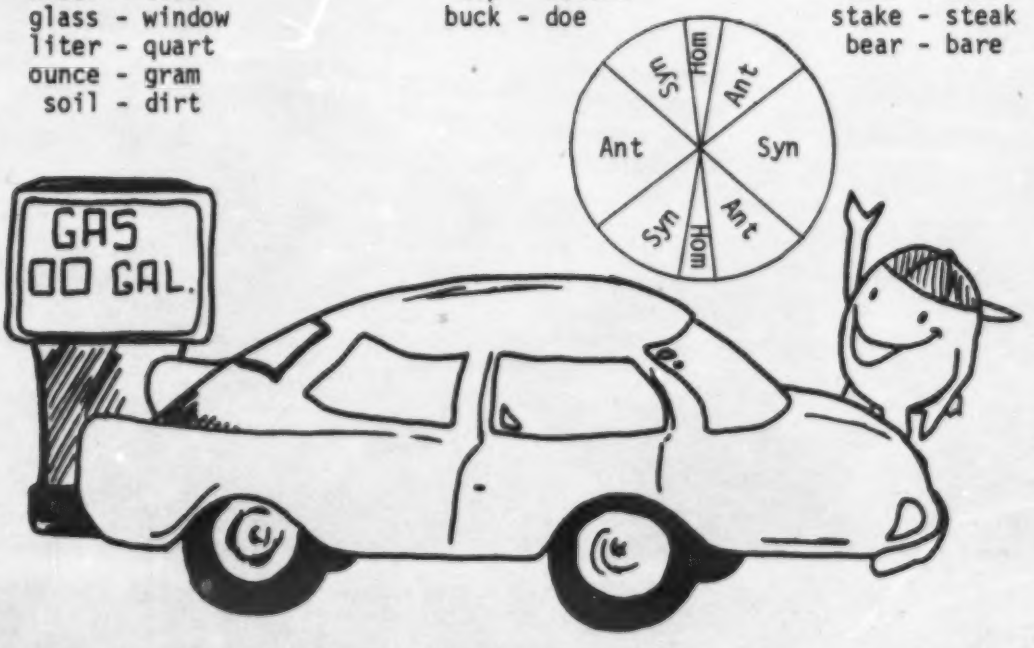
MATERIALS: Posterboard, wheel, cards

DIRECTIONS: With the energy crisis so acute, students are quite concerned about getting enough gas to travel to and from school, or being able to afford the gas. To capitalize on this interest and to reinforce the teaching of homonyms, synonyms, and antonyms, this game was developed.

On a large poster draw an automobile parked beside gasoline pumps at a service station. In one corner of the poster, attach a wheel which can be spun. The student spins the wheel which stops at areas marked homonyms, synonyms, or antonyms. He then draws a card from the selected category. If he answers the question correctly, (the answers are listed on the backs of the cards), he gets three gallons of gasoline. The first student to get 18 gallons is the winner--for he was able to "Fill it up!"

SAMPLE WORDS:

SYNONYMS	ANTONYMS	HOMONYMS
petrol - gasoline	front - back	dough - doe
wheel - tire	top - bottom	deer - dear
glass - window	buck - doe	stake - steak
liter - quart		bear - bare
ounce - gram		
soil - dirt		



REFERENCE: TECHNIQUES for Teachers of Adults. Vol. XV, No. 4, January, 1975.

YOU DON'T SAY

OBEJCTIVE: To guess correctly the word or name being sought through clues.

MATERIALS: 3 x 5 index cards

DIRECTIONS: Divide the class into two teams. Each team selects the most able representative to come to the front of the room and give clues.

Give the two clue-givers a card with the same name written on it (Henry Ford, for example). Choose one clue giver to begin the game (the opportunity to go first will rotate with each new name).

The first clue giver might give a clue such as: (Chevy Eater) with the clue, the clue giver's team discusses the clue and decides the missing word is "Ford". They have a short, specified amount of time to come up with the correct answer; someone will probably call out Ford, among other names.

When time expires, the other clue giver gives his/her clue. (For example: A man's first name which rhymes with a type of abrasive cloth. (emery cloth).

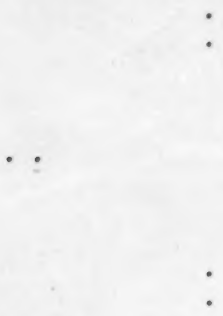
Alternate clues:
First on race day
Fix or repair daily
Tin Lizzy
Started the alphabet
Model "A", Model "B"
A type of vegetable juice

UNDERSTANDING WHAT IS READ

OBJECTIVE: To provide practice in following directions.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Give students a piece of paper showing dots in the positions as shown below.



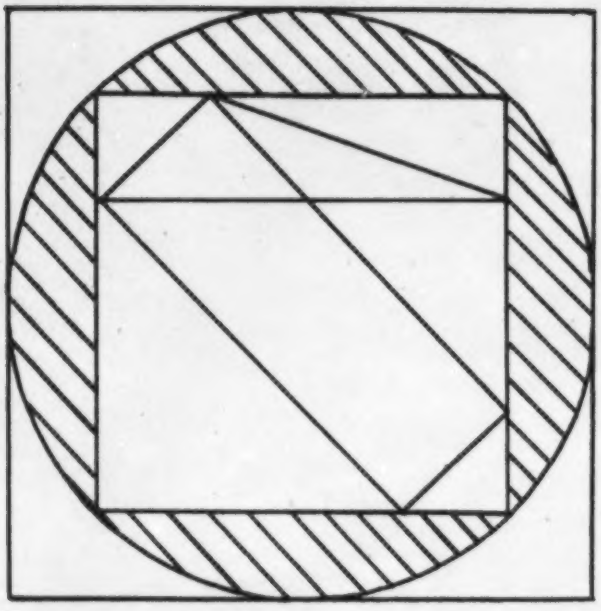
On the board or chart, print written directions as follows:

1. Use a ruler to make a large square, (using the dots as a guide).
2. Within the large square, draw a circle touching the square on all four sides.
3. Within the circle, draw another square, touching the circle at four points.
4. With your crayon, shade the area outside the inner square and within the inner circle.
5. Within the last square, draw any geometric shape or shapes you wish. Be sure the shape touches the square at three or four points.

See completed illustration on the following page.

REFERENCE: Spache, Evelyn B. Reading Activities for Child Involvement. Boston: Allyn and Bacon, Inc., 1976, pp. 200-201.

COMPLETED ILLUSTRATION



FOLLOWING DIRECTIONS

OBJECTIVE: To provide practice in following directions.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Read and follow the directions carefully to find the answer to the puzzle.

Count Your Blessings

1. Write all three words as one.
2. Drop all vowels but I.
3. Add the 1st letter of the alphabet after every 14th letter of the alphabet.
4. Reverse the 2nd and 3rd letters.
5. Replace the 1st letter of the word with the 8th letter of the alphabet.
6. Replace the 9th and 10th letters of the word with one letter that is 4th in the alphabet.
7. Drop the three letters preceding D.
8. Drop the silent letter of the word GIVE, then add the word before the 2nd vowel in the long word.
9. Place the T at the beginning putting the 11th letter of the alphabet in its old place.
10. Exchange places of S and Y.
11. Reverse the 13th and 14th letters of the word and place the 7th letter before the last vowel.

ANSWERS:

1. COUNT YOUR BLESSINGS
2. CNTYRBLSSINGS
3. CNATYRBLSSINAGS
4-5. HANTYRBLSSINAGS
6. HANTYRBLDINAGS
7-8. HANTYDGIVINAGS
9. THANKYDGIVINAGS
10-11. THANKSGIVING DAY

CAN YOU FOLLOW DIRECTIONS?

This is a time test--you have four minutes only

1. Read everything carefully before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "NAME" in sentence two.
4. Draw five small squares in the upper left hand corner.
5. Put an "A" in each square.
6. Put a circle around each square.
7. After the title write "YES, YES, YES."
8. Sign your name under the title of this paper.
9. Put a circle around number seven.
10. Put an "A" in the lower left hand corner of this paper.
11. Draw a triangle around the "A" you just put down.
12. On the back of the paper, multiply 703 by 66.
13. Draw a rectangle around the word "CORNER" in sentence four.
14. Loudly call out your first name when you get this far along.
15. If you think you have followed all directions carefully to this point, call out, "I have."
16. On the reverse side of this paper, add 8950 and 9805.
17. Put a circle around your answer; then put a square around the circle.
18. In your normal speaking voice, count from one to ten, <u>backwards</u>.
19. Punch three small holes in the top of this paper with your pencil point.
20. If you are the first person to reach this point, call out <u>loudly</u>, "I AM THE FIRST PERSON TO THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS".
21. Underline all even numbers on the left side of this paper.
22. Put a square around each "written out" number on this paper.
23. Loudly call out, "I am nearly finished: I have followed directions."
24. Now that you have finished reading everything carefully, do only sentence one and sentence two.

BRAIN TEASERS

1. If you went to bed at eight o'clock and set your wind up alarm to get up at nine in the morning, how many hours of sleep would this permit you to have? _____

2. Do they have a Fourth of July in England? _____

3. How many birthdays does the average man have? _____

4. Why can't a man, living in Winston-Salem, be buried west of the Mississippi? _____

5. If you have only one match and entered a room where there was a lamp and oil heater and some kindling wood, which would you light first? _____

6. Some months have thirty-one days, some have thirty, how many have twenty-eight days? _____

7. If the doctor gave you three pills and told you to take one every half hour, how long would they last you? _____

8. A man builds a house with four sides to it - a rectangular structure. Each side has a southern exposure. A big bear comes wandering by. What color is the bear? _____

9. How far can a dog run into the woods? _____

10. What four words appear on every U.S. coin? _____

11. How many men on a baseball team? _____ How many outs in each inning? _____

12. I have in my hand two coins which total 55 cents. One is not a nickel. What are the two coins? _____

13. A farmer had seventeen sheep. All but nine died. How many did he have left? _____

14. Divide 30 by ½. Add 10. What is the answer? _____

15. Take two apples from three apples and what do you have? _____

16. The archeologist who said he found a gold coin marked 46 B.C. was either lying or kidding. Why? _____

17. How many animals of each species did Moses take aboard the Ark? _____

18. A woman gives a beggar fifty cents. The woman is the beggar's sister, but the beggar is not the woman's brother. How come? _____

19. Is it legal in North Carolina for a man to marry his widow's sister? _____

See Activity Keys on Page 7.001

RIDDLES

OBJECTIVE: To provide a way to stimulate thinking and to create interest.

MATERIALS: A duplicated copy of the questions for each student.

DIRECTIONS: Provide each student with a copy of the questions. Have them answer all they can, then write the answers on the chalkboard for all to copy. (Suggestion: Use the first 20 questions - then later use the others if your class seems to like this activity).

1. Why would Samson have made a good actor?
2. What letter is a human organ?
3. Who lived a long time all alone on an island?
4. What state is the cleanest?
5. Why is the nose in the middle of the face?
6. What trade does the President follow?
7. What nut borders the sea?
8. What 2 letters are the condition of a winter pavement?
9. Who stole the singing harp?
10. Which state is the most religious?
11. What grows larger the more you take from it?
12. When is a doctor most annoyed?
13. Of what trade is the preacher at a wedding?
14. What nut makes a noise like a sneeze?
15. What 2 letters name a county in England?
16. Who liked to smoke and listen to his fiddle?
17. Which state served Noah and his family?
18. At what time of the day was Adam created?
19. What table has no legs to stand on?

20. What 2 letters name a written composition?
21. Who could eat no fat?
22. Which state is a physician?
23. What colors would you paint the sun and the wind?
24. When was money first mentioned in the Bible?
25. When a boy first falls into the water, what is the first thing he does?
26. Why does a freight train need no locomotive?
27. What 2 letters name a summer dress goods?
28. What letter is a beverage?
29. Who went a wooing?
30. Who lived in the shoe?
31. Which state seems to be in poor health?
32. Which state is a parent?
33. When did Moses sleep five in a bed?
34. What is the keynote of good manners?
35. Why is a dog biting his tail a good manager?
36. Of what trade can it be said that all of the members are men of letters?
37. What nut is spread on biscuits and griddle cakes?
38. What 2 letters make a word meaning too much?
39. What 2 letters name a creeping vine?
40. What 2 letters name a word meaning to surpass others?
41. Who ran up the clock?
42. Who went to sleep in a haystack?
43. Who took a 20-year nap on a hillside?
44. Which state is to cut long grass?
45. Why are weary people like automobile wheels?
46. What is full of holes and still holds water?

47. What trade is it whose best works are trampled on?

48. What nut is used for a trunk?

49. What 2 letters name a word resembling jealousy?

50. Which state is a number?

51. Why is the heart of a tree like a dog's tail?

52. What trade does the sun follow?

53. What letter is a sheep?

54. Who lost their mittens?

See Activity Keys on Page 7.001

SENTENCE OR PHRASE BUILDING FOR MEANING

OBJECTIVE: To provide practice in vocabulary building and sentence structure.

MATERIALS: Envelopes with word cards

DIRECTIONS: Students competing in this game are given envelopes containing from four to ten word cards each. These cards make a sentence that defines or explains a single term or word. The word is written on the outside of the envelope. (Examples: MARITAL STATUS, INTRAVENOUS INJECTION). A word on one of the cards in the envelope is capitalized and is used to begin the sentence. Also, one card has an ending punctuation mark, such as a period.

The object of the game is to rearrange the word cards in such a way that the word on the outside of each envelope is defined. Words from each envelope are kept together, and a good way of keeping them this way is to print them on cards that are a color different from the color of cards on which the other words are printed. In other words, each envelope contains words that are the same color but different from the color of the cards in the other envelopes. In this way, when a student spreads the cards from his/her four or five envelopes on the desk, they can be easily kept together.

A time limit is specified in advance for the completion of the sentences. When this time is up, the student having the most correctly finished sentences is the winner. An example of two completed sentences follow. The first is the definition for Subcutaneous. The second sentence defines Intrarumen. Both terms are used in prevocational exploration materials.

Inject	medication	under	the	skin	but	not	in	the	muscle	.

Inject	medication	into	the	rumen / stomach	of	an	animal	.

This activity can be used to teach new words that might appear in an upcoming unit of study and/or to teach a large set of vocabulary word dealing with a specific category, procedures, conditions of words, etc.

Special Note: Although this activity states that students are to compete against each, it can easily be modified to allow a student to compete against him/herself. The teacher merely asks a student to record the time it takes to complete the sentences the first time she/he tries. This time is compared to other attempts.

A Second Special Note: If the activity appears to be too childish for older students (and it might), words in an envelope can appear on a list instead of on cards. The separate lists of words are used to write separate sentences. Each sentence defines the word which is listed first.

SOURCE: Dr. C. Glennon Rowell (Florida State University) and Social Education, January, 1978. (National Council for the Social Studies) By permission.

How To Use the Maze Procedure To Assess and Monitor Comprehension

Read the following and circle the word that makes sense.

Selection of Pedigree. In pedigree selection, breeding animals / ducks / are / go

chosen on the opportunity / rarely / strength of their pedigree--that send / was / is on the basis

of their lost / his ancestry and relatives. Its any / fear / use is confined mostly to

sick / necessarily purebred cattle and unfortunately, has tried / been / had leaned upon too heavily

outside / in training many herds.

Pedigrees are helpful / found / hopeless in making intelligent decisions when scanning / as viewed in

the proper light / goal. / all They give some indication about / as / lost to characteristics

an slowly / animal aardvark is most likely to canoe / have plan."

Evaluation

90% or higher - Independent Level
80 - 90% - Instructional Level
Below 75% - Frustration Level

On the "maze" technique see Guthrie, J. and others, "The Maze Technique to Assess and Monitor Reading Comprehension", The Reading Teacher, Nov. 1974, pp. 161-68. The use of cloze for instruction (as distinguished from assessment) is treated in Bortnick, R. and Lopardo, G., "An Instructional Application of the Cloze Procedure", Journal of Reading, January, 1973, pp. 296-300.

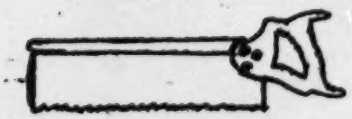
See Activity Keys on Page 7.001

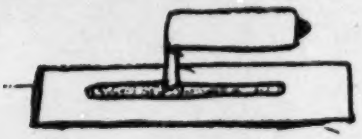
MATCH GAME

OBJECTIVE: To provide practice in determining the use of tools.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Items in Column I consist of tools, each of which is closely associated in usage with one of the tools shown in Column II. For each tool shown in Column I, select the most closely associated tool from Column II. Print on your answer sheet, in the correspondingly numbered item space, the letter given beside your selected tool.

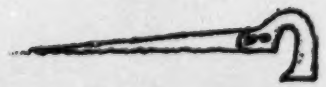
1 

2 

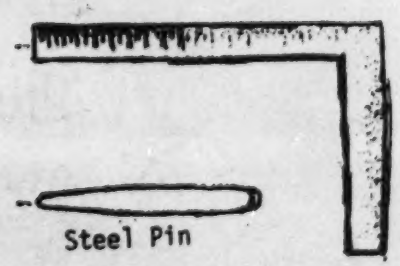
3

4

5

6 

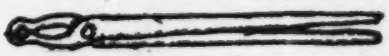
7

8 

9
Steel Pin

10

A

B 

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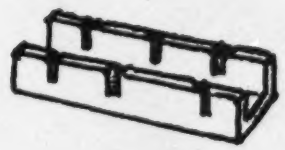
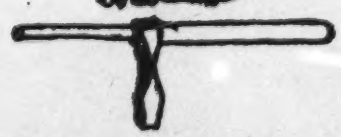
E 

F

G

H

I 

J

MATCH GAME Continued

VARIATIONS:

Statement vs. picture
Term vs. picture
Term vs. definition

See Activity Keys on Page 7.001

MATCH GAME

OBJECTIVE: To provide practice in selecting furniture or equipment for a room.

MATERIALS: A duplicated sheet for each student

DIRECTIONS: Match the term in column 1 with the definition in column 2.

1.	Furnishings	A.	Lists of furnishings
2.	Equipment	B.	Take for granted
3.	Practical	C.	Small amount of money you can spend
4.	Expense	D.	Makes sense
5.	Assuming	E.	Money saving
6.	Opportunity	F.	Cost of something
7.	Limited budget	G.	Chance to do something
8.	Economical	H.	Object that does work for you
9.	Catalog	I.	Includes tables, chairs, bed
10.	Furniture	J.	Things that go into your home to make it liveable

VARIATIONS:

Statement vs. picture
Term vs. picture
Picture vs. relating picture

See Activity Keys on Page 7.007

WORD CLUE

What Food Is It?

OBJECTIVE: To provide a way to stimulate thinking while learning about foods.

MATERIALS: Index cards

DIRECTIONS: Write four clues for each word on 4 separate index cards. If a student answers the 1st clue correctly, he gets 10 points; 2nd clue, 7 points; 3rd clue, 5 points, and the last clue, 2 points. At the end of the game, the person with the most points is the clue giver for the next game. (You may determine the rewards for the points).

SAMPLE CLUES: Peanuts

1. The Incan Indians in South America were growing and eating these nuts way back in 950 B.C.
2. Spanish explorers robbed the Incan Indians of their gold and silver treasures and also the strange little brown nut which the Incas ate.
3. The Spaniards used the nuts to trade with the African natives, getting elephant tusks and spices in exchange.
4. The Africans came to like the nuts so much that they called them "Goohers", an African word meaning "ground nut".

Salt

1. It has been used since the beginning of time. Reference to it is found in the Bible, Book of Job, written in 300 B.C. The Bible speaks of it more than 30 times.
2. At one time it was involved with religious significance and was a symbol of purity. Hebrews rubbed it on newborn babies to insure good health.
3. At one time it was the leading economic product during the Roman Empire.
4. The Roman soldiers were given this as part of their pay. It is important today; besides its use as a food, we cannot live without it.

Pineapple

1. Believed to have originated in Brazil, Spanish sailors carried it on their ships to prevent scurvy.

2. Seeds were washed on the shores of Hawaii from the wrecked ships and were left by Spanish sailors.

3. They grew very successfully on the islands of Hawaii.

4. It takes 18-23 months to produce the fruit and the average fruit weighs 5#, but some have weighed as much as 20#.

Hot Dog

1. According to some historians, it was first served at the St. Louis Exposition in 1902.

2. Over 14 billion were eaten last year, an average of nearly 80/person.

3. A Bavarian sausage peddler sold them at the Exposition as "Red Hots" and since they were too hot to handle he gave his customers white gloves.

4. The gloves were expensive, so he hit on the idea of a bun to fit it.

Cheese

1. It was known at least 2000 B.C. A merchant discovered it by accident when he made a journey across the hot desert and poured some milk in his canteen, which was made from the dried stomach of a sheep.

2. This food has been mentioned in poetry, legend, and song throughout many centuries. The Greeks believed it had a divine origin and regarded it as a proper offering to the gods.

3. The longer it ages, the better it tastes.

4. Today we enjoy many different types and varieties of this food.

CONCENTRATION

OBJECTIVE: To provide practice in vocabulary building.

MATERIALS: Index cards

DIRECTIONS: Using index cards, make a set of 10 cards, a forfeit card, and a wild card. At the top of each card, print a word. Make a duplicate set for each word. Place the cards word down. Player one turns over two cards; if they match, s/he pronounces the word and receives 1 point. If they do not match, turn the cards back over. The next player has his/her turn. If a player matches the forfeit card, s/he takes a point from the opponent. Wild cards will match anything. Continue until all cards are turned over.

SAMPLE WORDS:

stethoscope	stretcher	blood
thermometer	bandage	plasma
oxygen	disinfectant	tongue depressor
syringe	catheter	

VARIATIONS: 1 set of words with 1 set of pictures
1 set of words with 1 set of definitions

CLOZE INVENTORY

OBJECTIVE: To assess level of difficulty.

MATERIALS: Duplicated copy for each student.

DIRECTIONS: Give each student one copy of the test and answer sheet, and allow ample time to complete.

Select a sample passage from your text. Write the first sentence as it appears in the text. Write the following sentences leaving every fifth word blank until you have fifty blanks. Write the last sentence without any blanks. Prepare an answer sheet with fifty numbers and space for the answer. A sample is on the following page.

The students should read the entire passage before writing on the answer sheet. In scoring the answer sheet, count as correct the words which are exactly correct. Substitution, even though they make sense, are incorrect. (Depending on the level of students, you may accept slightly misspelled words.)

To determine the reading level, use the following table.

23 and above correct	-- independent reading level
19 - 22 correct	-- instructional reading level
below 19	-- frustration reading level

CLOZE INVENTORY - USED TO ASSESS DIFFICULTY LEVEL

Every successful job search reaches its climax in one type of action - an interview with the prospective employer, or a personnel director. It is to make _____(1) the employee and the _____(2) see the reasons why _____(3) will be to their _____(4) advantage to work together. _____(5) purpose of any interview _____(6) to give the interviewer _____(7) opportunity to learn something _____(8) you.

Your personality is _____(9) up of traits which _____(10) you apart as an _____(11). We all have good _____(12) bad traits, but just _____(13) no two people have _____(14) similar thumbprints, no two _____(15) possess the same personality _____(16). However, personality traits, unlike _____(17), are within your own _____(18) and undesirable traits can _____(19) be corrected at will.

_____(20) can be divided into _____(21) areas. Each area plays _____(22) important role in determining _____(23) personality and can make _____(24) difference between a good _____(25) a bad job interview. _____(26) will rate you on _____(27) personal appearance. What is _____(28) is the right selection _____(29) clothes that fits your _____(30), the season, the kind _____(31) job applying for, and _____(32) way you wear your _____(33). Not only the kind _____(34) clothes you wear is _____(35), but also your grooming _____(36) state of health are _____(37) for a good appearance. _____(38) are usually within the _____(39) of everyone. How you _____(40) is reflected by the _____(41) you act, how and _____(42) you say, and the _____(43) on your face.

Be _____(44), eager and pay attention _____(45) what is being said. _____(46) good listerner is always _____(47). Think before you speak

_____ have something to say _____ you say it. Your _____
48 49 50
plays an important role in what you say and how you say it. Employers like to hear a good tone voice.

Kittens, like other babies, need much care. They must be fed by their _____.

ACTIVITY KEYS

PARTS OF THE TYPEWRITER - KEY 4.105

1. skipping
2. space bar
3. right margin
4. rigid dog
5. pitch
6. paper guide
7. vibrator
8. typebar
9. piling
10. bell hammer

PUZZLE - PARTS OF THE TYPEWRITER - KEY 4.106

RIGHTMARGINTSRXOPNO
APMOGWAPLPJFALMNIMP
FTIIJSEOIFNABOMALQB
SRCAESLUSASLLUIRIAC
TVIBRATORMGRWFPSNDF
TXTXNSRCDFGLLRATGGM
YRPXNOBRIGIDDOGMSSO
PEIRPNITRQBCDONNXKP
EBTSBELLHAMMERPPQIQ
BTCTUWXYZNOPQRTSMPS
ASHVSPACEBARONTATPT
RDDOXPBDFGFAPPSBAIU
PDNPONLPAPERGUIDENV
QCBSTLGTSAPPUTRDZGW
RSTMACDFGWLAPQSCFYX

BINGO KEY - DEFINITIONS FOR CALLER 4.109

1. loose dog
2. line lock
3. keytop
4. keyboard
4. front limit
6. dropscrew
7. bell hammer
8. drawband
9. crowding
10. bottom rail
11. banking
12. vibrator
13. typebar
14. skipping
15. space bar
16. rigid dog
17. right margin
18. paper guide
19. pitch
20. piling
21. center stop
22. slipment
23. bichrome
24. bell

SAMPLE DRAWINGS - KEY 4.304

1. fly wheel wrench
2. compass/dividers
3. wheel puller
4. tri-square
5. die wrench
6. chuck key
7. groover
8. anvel
9. c-clamp
10. pressure guage
11. breast drill
12. pliers
13. trowel
14. hack saw
15. whole saw
16. tap wrench
17. brace & bit
18. copping was
19. compass/keyhole saw
20. pipe wrench
21. star drill
22. cold chisel
23. twist drill bit

DOMINO ILLUSTRATIONS KEY 4.402

1. kitchen shears
2. rolling pin
3. pastry blender
4. rubber spatula
5. pastry brush
6. canisters
7. vegetable peeler
8. grater
9. colander
10. dish drainer
11. waste basket
12. tongs
13. baster
14. ladle
15. cooking fork
16. wooden spoons
17. slotted spoon
18. wire wisk
19. slotted spatula
20. pancake turner
21. liquid measuring cup
22. measuring spoons
23. timer

KEY TO TIC-TAC-TOE 4.403

1. warp
2. weft
3. wool
4. cotton
5. nylon
6. polyester
7. textile
8. double knit
9. single

HEALTH - KEY 4.432

1. antidote
2. bandage
3. daily
4. dosage
5. external
6. prescribe
7. poison
8. replace
9. sterile

ESTERILEBCPQRDST
XBANTIDOTERCFDEX
TXBONTQSTNEBCSDE
EOCXZPLBDQSSNAPT
RNREPLACENCBQGQS
NQFNTACDEGRFNEDS
AZGZSMLKJCIABTRN
LSXBRNTPSNBWXZTS
XZNSBOSQRWENONRQ
BANDAGEPSBDADSTN
POISONTXDAILYNSO
RANQSTNWNSRWBCAE

KEY TO BASEBALL 5.200

1. carrot, turnip, sweet potato, radishes
2. onion, celery, rhubarb, asparagus
3. kale, spinach, lettuce
4. eggs, milk, butter, cheese
5. dogs, cats, etc.
6. wood
7. cotton, leather
8. hemp, pot

KEY TO CROSSWORD PUZZLE 5.301

1. Coupling
2. Cylinder
3. Combination wrench
4. Oxyacetylene
5. Exception
6. Snug
7. Connect
8. Acetylene
9. Outlet
10. Adjustable wrench
11. Color code

MATCH GAME KEY 5.302

1. C
2. F
3. E
4. D
5. H
6. G
7. B
8. I
9. A

FIND A PAIR KEY 5.303

1. E
2. G
3. F
4. B
5. C
6. D
7. I
8. A
9. J
10. H

FIND A PAIR KEY 5.304

11. M
12. K
13. N
14. L

KEY TO PARTS THAT MAKE ENGINES PERFORM 5.305

1. Air cleaner
2. Carburetor
3. Air jet
4. Magneto coil as'sy
5. Fuel tank
6. Condenser
7. Point
8. Plunger
9. Spring (points)
10. Magneto coil
11. Head
12. Rod assembly
13. Piston
14. Muffler
15. Wrist pin as'sy
16. Shroud
17. Valves
18. Valve springs
19. Valve spring retainers
20. Condenser-point cover
21. Flywheel
22. Crankshaft
23. Engine block
24. Oil seal
25. Sump
26. Valve cover
27. Valve lifters
28. Camshaft

WORD JUMBLE PUZZLE KEY 5.401

1. determine
2. accessories
3. design
4. article
5. confer
6. sketch

Designing clothes

FIND A PAIR - KEY 5.430

1. C
2. G
3. F
4. J
5. E
6. H
7. B
8. I
9. A
10. D

BRAIN TEASERS KEY 6.080

1. 1
2. Yes
3. one a year
4. He isn't dead yet
5. Match
6. All of them
7. One hour
8. White
9. Half way
10. In God We Trust
11. 9; 6
12. 50¢ and 5¢
13. 9
14. 25
15. 3 apples
16. Whoever marked the coin wouldn't have known when Christ was going to be born.
17. None
18. The beggar is a woman.
19. No; the man would be dead.

KEY TO RIDDLES 6.081

1. He would have brought the house down
2. I
3. Robinson Crusoe
4. Wash
5. Because it is in the center
6. Cabinet maker
7. Beechnut
8. I-C
9. Jack the Giant Killer
10. Mass.
11. A hole
12. When he is out of patients
13. Joiner
14. Cashew nut
15. S-X
16. Old King Cole
17. Ark
18. A little before Eve
19. The multiplication table
20. S-A
21. Jack Sprat
22. Md.
23. The sun rose and the wind blue
24. When the dove brought the green back to Noah
25. Gets wet
26. Because the freight will make a car go.
27. P-K
28. T
29. The Froggy
30. The old woman
31. Ill
32. Pa
33. When he slept with his forefathers
34. B natural
35. Because he made both ends meet
36. Printer
37. Butternut
38. X-S
39. I-V
40. X-L
41. The mouse
42. Little Boy Blue
43. Rip Van Winkle
44. Mo
45. Because they are tired
46. A sponge
47. Shoemaker
48. Chestnut
49. N-V
50. Tenn.
51. It is the farthest from its bark
52. Tanner
53. U
54. The three little kittens

KEY TO MAZE EXERCISE 6.202

animals	purebred	light
strength	been	as
is	in	animal
their	helpful	have
use	when	

FIND A PAIR KEY 6.300

1. E
2. G
3. F
4. B
5. C
6. D
7. I
8. A
9. J
10. H

KEY TO MATCH GAME 6.400

1. J
2. H
3. D
4. F
5. B
6. G
7. C
8. E
9. A
10. I

CLOZE INVENTORY - USED TO ASSESS DIFFICULTY LEVEL KEY 6.501

1. both
2. employer
3. it
4. mutual
5. The
6. is
7. an
8. about
9. made
10. set
11. individual
12. and
13. as
14. exactly
15. people
16. pattern
17. thumbprints
18. control
19. usually
20. Personality
21. four
22. an
23. your
24. the
25. and
26. Companies
27. your
28. important
29. of
30. personality
31. of
32. the
33. clothes
34. of
35. important
36. and
37. essential
38. These
39. reach
40. feel
41. way
42. what
43. expression
44. interested
45. to
46. A
47. welcome
48. and
49. before
50. voice

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